



The Need for English for Nursing Purposes Course in a Saudi Arabian Nursing College.

Submitted by Hanadi Showail to the University of Exeter

as a thesis for the degree of

Doctor of Education in TESOL

In December 2018

This thesis is available for Library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

Signature:

Abstract

Needs analysis (NA) is an information gathering process that is implemented to identify the learners' needs for learning a language so that they would be taught the relevant materials. Moreover, NA is a very important procedure before designing teaching materials for English for Specific Purposes. For the current study, the NA framework that the present researcher developed was based on the available NA literatures, which were used to explore the views about English for Nursing Purposes (ENP) needs of the nursing undergraduates. Moreover, one of the key objectives of this study was to find out how the foundation year programme prepares the nursing students for their nursing studies.

This empirical research was conducted in a nursing college and in an English language institute in a one university in Saudi Arabia. The study was informed by the interpretive paradigm and based on a case study methodology utilising mixed methods (semi-structured interviews and questionnaires) to investigate nursing students' needs. The initial phase of data collection was based on conducting semi-structured interviews with five English language teachers, five nursing teachers and five nursing students. The subsequent quantitative phase involved administering a questionnaire among of three groups of participants: 62 nursing students, 24 nursing tutors and 42 English language teachers (128 participants in total). The interviews were analysed qualitatively using thematic analysis, reviewing responses, grouping related responses and identifying common themes. Moreover, the questionnaires were analysed quantitatively using SPSS (Statistical Package for Social Sciences) version 24.0.

The qualitative and quantitative findings revealed that English is extensively used both in nursing studies and future career. The findings showed that the nature of English language course that taught in the foundation year program before joining the nursing college was not adequate to prepare the nursing students to meet their academic and professional needs. The overall findings of the study revealed the great need for the implementation of an ENP course in the current nursing college. On the basis of the results of this study, both nursing tutors and English language teachers expressed their willingness for collaborative teaching to make the ENP courses constructively associated with the students' academic specialisations.

Acknowledgements

I would like to begin by thanking Almighty Allah for giving me the blessings to successfully complete this thesis. I am grateful to the memory of my great parents who brought me up and who taught me to believe in myself: I hope I have made their proud. May Allah forgive their souls.

A very warm and special kind of recognition goes to my dear husband Yasir Safar who has been a source of support and encouragement throughout this journey. He was the driver of my motivation during my PhD study. My thanks also go to my son Ammar for his endless love. My heartfelt love and gratitude are to my great sisters Hawazin and Heba and brothers Abdulaziz and Ahmad for who have been encouraging me from back home.

I also want to express my profound gratitude to my supervisors, Dr Esmaeel Abdollahzadeh and Professor Karen Mattick who guided me from the initial stages until the completion of this thesis. I appreciate their valuable suggestions and their constructive comments.

I am so grateful to all the people I have met in Exeter. I have not only gained knowledge, but I have also gained true friends who provided me with their love, continuous help and support.

Hanadi Yahya Showail

Table of contents

Abstract.....	2
Acknowledgements.....	3
Table of contents.....	4
List of tables	10
List of Acronyms	11
Chapter One: Introduction.....	12
1.1 Introduction	12
1.2 Statement of the problem.....	13
1.3 Significance of the study	16
1.4 Aim and objectives	17
1.5 Research questions	18
1.6 Organisation of the thesis	18
Chapter Two: Context of the Study	20
2.1 Introduction	20
2.2 The Teaching of English in Saudi Arabia	20
2.3 The ELI at King Abdulaziz University (KAU): brief historical overview	21
2.3.1 FYP Structure	23
2.3.2 Role of the English language in the FYP	25
2.3.3 English language teachers' profiles	26
2.4 History of the Nursing College	27
2.5 Admission procedures in the Nursing College	28
2.6 Academic structure of the Nursing College	28
2.7 Importance of the nursing profession	30
2.8 EFL Context in the Nursing College	30
2.9 Linguistic background of the nursing teachers	32
Chapter Three: Literature Review.....	33
3.1 Introduction	33
3.2 Theoretical Framework	33
3.3 Definitions and characteristics of ESP	35
3.4 The Difference between ESP and EGP	39
3.5 ESP Types	40
3.6 English for medical/nursing purposes	45
3.7 Signature pedagogies in nursing.....	47
3.7.1 Narrative-pedagogy and problem-based leaning	47

3.7.2	Clinical-education pedagogies.....	48
3.7.3	Simulation-pedagogies	49
3.7.4	Study-abroad pedagogies	49
3.8	ESP in Saudi Arabia.....	49
3.8.1	EMP in Saudi Arabia	50
3.8.2	ESP curriculum development	52
3.8.3	EMP/ENP curriculum-development	53
3.9	Description of needs	55
3.9.1	Kinds of needs.....	56
3.9.1.1	<i>Real versus ideal needs.....</i>	56
3.9.1.2	<i>Objective-needs versus subjective-needs</i>	56
3.9.1.3	<i>Learning-needs versus target-needs</i>	57
3.10	Needs analysis.....	59
3.10.1	Approaches of needs analysis	60
3.10.2	ESP needs analysis procedure	61
3.11	ESP practitioners' roles, challenges and training.....	63
3.12	Who should teach ESP?	65
3.13	Review of EMP/ENP needs analysis research	68
3.13.1	EMP research around the world.....	68
3.13.2	EMP studies in Saudi Arabia.....	72
Chapter Four: Research Methodology		77
4.1	Introduction	77
4.2	Research paradigms in educational research	77
4.3	Paradigm of this study.....	79
4.4	Research Design.....	84
4.4.1	Methodology	84
4.4.2	Mixed methods	84
4.4.3	Triangulation.....	86
4.4.4	Exploratory Design.	87
4.4.5	Qualitative approach.....	90
4.4.5.1	<i>Characteristics of qualitative research</i>	90
4.4.5.2	<i>Limitations of qualitative approaches.....</i>	92
4.4.6	Quantitative Research	92
4.4.6.1	<i>Characteristic of Quantitative Research</i>	93
4.4.6.2	<i>Limitations of Quantitative Research</i>	93
4.5	Site and participants' selection.....	94

4.5.1	Research Site	95
4.5.2	Students	96
4.5.3	Teachers.....	96
4.6	Methods of data-collection	96
4.6.1	Interviews.....	97
4.6.2	Questionnaire	98
4.7	Piloting Stage	99
4.7.1	Importance of the piloting stage	99
4.7.2	Questionnaire piloting	99
4.8	Main data-collection stage	100
4.8.1	Interviews.....	100
4.8.1.1	<i>Interview Guide</i>	102
4.8.2	Questionnaires	104
4.8.2.1	<i>Design of the questionnaire</i>	104
4.8.2.2	<i>Content of the Final Questionnaire</i>	104
4.8.2.3	<i>Translation of the questionnaire</i>	105
4.8.2.4	<i>Distribution of the questionnaire</i>	106
4.9	Data analysis stage.....	106
4.9.1	Interview data analysis	106
4.9.2	Coding	107
4.9.3	Questionnaire data analysis	110
4.10	Trustworthiness of the research.....	111
4.10.1	Credibility.....	112
4.10.2	Transferability.....	112
4.10.3	Dependability.....	113
4.10.4	Confirmability.....	114
4.11	Ethical Considerations	114
4.11.1	Access and acceptance	114
4.11.2	Informed consent.....	115
4.11.3	Anonymity of participants	115
4.11.4	Confidentiality.....	116
4.11.5	Avoidance of harm	116
4.12	Summary.....	116
	Chapter Five: Qualitative Data Analysis	118
5.1	Introduction	118
5.2	Research questions	118

5.3	Themes, categories and sub-categories	119
5.4	RQ1: FYP English language course's effects in preparing nursing students for nursing studies	120
5.1.1	Issues related to the content of FYP English language course	120
5.1.1.1	<i>Irrelevance of content to students' needs</i>	121
5.4.1.1	<i>Lack of oral communication activities</i>	123
5.4.1.2	<i>Lack of students' motivation</i>	125
5.4.2	Issues related to the teaching methods of the FYP English language teachers	126
5.4.2.1	<i>Large class sizes</i>	126
5.4.2.2	<i>Common teaching methods</i>	127
5.4.3	Issues related to assessing students' needs	130
5.4.3.1	<i>Conflict between course objectives and students' needs</i>	130
5.4.3.2	<i>Lack of students' voice</i>	131
5.5	RQ2: nursing students' reasons for learning ENP	132
5.5.1	ENP for study.....	133
5.1.2	ENP for future work	134
5.5.2	ENP for postgraduate studies.....	135
5.5.3	English for social life	136
5.6	RQ3: most important language skills	137
5.6.1	Language skills for study	137
5.6.2	Language skills for work	140
5.7	RQ4: Making ENP appropriate for nursing students' needs	142
5.7.1	Medical terminology.....	142
5.7.2	Impact of ENP knowledge on nursing education	146
5.7.3	Specificity of content.....	148
5.7.4	Specificity of activities.....	149
5.7.5	Cooperative teaching.....	151
5.7.6	Teachers' training	152
5.8	Summary of the findings	153
	Chapter Six: Quantitative Data Analysis	154
6.1	Introduction	154
6.2	Response rate	154
6.3	Distribution of Participants' Responses.....	155
6.4	Output of the analysis	156
6.4.1	Nursing students' reasons (needs) for ENP learning	156

6.4.2	Readiness for ENP learning	159
6.4.3	Potential problems of ENP implementation	163
6.4.4	Factors determining success of ENP course.....	167
6.4.5	Specificity of pedagogy in ENP content.....	171
6.4.6	Learning tasks	174
6.4.7	Teaching methods	177
6.4.8	Attitudes towards ENP test.....	181
6.4.9	Attitudes towards ENP materials	182
6.5	Summary	184
Chapter Seven: Discussion		185
7.1	Introduction	185
7.2	The impact of the FYP English language course on preparing nursing students for nursing instruction.....	185
7.2.1	English language course content	185
7.2.2	Lack of communicative activities	188
7.2.3	Teaching methods	191
7.2.4	Lack of needs analysis	197
7.2.5	Lack of teacher and student voices	199
7.3	Reasons for ENP learning.....	201
7.3.1	Academic studies	201
7.3.2	Future career	203
7.3.3	Social life	205
7.3.4	Postgraduate studies.....	207
7.4	English language skills required for nursing students.....	208
7.4.1	Language skills for study: present needs	208
7.4.1.1	<i>Reading skills</i>	208
7.4.1.2	<i>Writing skills</i>	210
7.4.2	Language skills for work: target needs	211
7.4.2.1	<i>Speaking skills</i>	211
7.4.2.2	<i>Listening skills</i>	213
7.5	Appropriateness of ENP for nursing students	214
7.5.1	Toward ENP specificity.....	215
7.5.1.1	<i>Specificity of content</i>	215
7.5.1.2	<i>Activities</i>	216
7.5.1.3	<i>Medical terminology</i>	219
7.5.2	Teaching methods	221

7.5.3	Teacher training	222
7.5.4	Cooperative teaching	224
Chapter Eight: Conclusion		228
8.1	Introduction	228
8.2	Summary of the main findings	228
8.3	Implications for ENP practice	229
8.4	Directions for further research	234
8.5	Limitations of the study	236
8.6	Concluding remarks	237
References		239
Appendix 1: Certificates of ethical approval		257
Appendix 2: Ethics form		260
Appendix 3: Consent form		267
Appendix 4: Information sheet		269
Appendix 5: NSs Questionnaire		270
Appendix 6: NTs Questionnaire		279
Appendix 7: ELTs Questionnaire		289
Appendix 8: NS1's interview transcript		298
Appendix 9: Coding of NS1 interview transcript		302
Appendix 10: Interview Guide		307

List of tables

Table 2.1: ELI courses. credits and levels.....	24
Table 2.2: Science track courses	25
Table 2.3:Art track courses	25
Table 4.1:Description of participants	101
Table 5.1: Themes, categories and sub-categories	119
Table 6.1: Questionnaire response rates per group of participants	155
Table 6.2: Overall medians for the needs items in Section (5).....	157
Table 6.3: Medians and means of needs for each item in Section (5)	158
Table 6.4: Overall medians of Sections 6, 7, 8, 9, 10, 11, 12 and 13.....	160
Table 6.5: Medians and means of nursing students readiness for ENP Learning for each item in section (6)	162
Table 6.6:Medians and means of Potential Problems of ENP implementation for each item in section (7)	165
Table 6.7: Medians and means of factors determining success of ENP course for each item in Section (8).....	168
Table 6.8: Medians and means of specificity of pedagogy in ENP content for each item in Section (9)	172
Table 6.9:Medians and means of Learning tasks for each item in Section (10)...	175
Table 6.10: Overall medians of teaching methods for Section (11)	177
Table 6.11: Medians and means of teaching methods for each item in Section (11)	179
Table 6.12: Medians and means of attitude towards ENP test for each item in Section (12)	181
Table 6.13: Medians and means of attitude towards ENP material for each item in Section (13)	183

List of Acronyms

EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
ELI	English Language Institute
ELT(s)	English Language Teacher(s)
EMP	English for Medical Purposes
ENP	English for Nursing Purposes
ESP	English for Specific Purposes
FYP	Foundation Year Programme
GE	General English
HS	High School
HSEC	High School English Course
KAU	King Abdulaziz University
LSA	Learning Situation Analysis
MOHE	Ministry of Higher Education
MT	Medical Terminology
NA	Needs Analysis
NC	Nursing College
NS(s)	Nursing Student(s)
NT(s)	Nursing Teacher(s)
PSA	Present Situation Analysis
SA	Saudi Arabia

Chapter One: Introduction

1.1 Introduction

English language has achieved a paramount global status, developed a special role that is well-recognized in the world, and has become a vital part of international society, culture and economy (Gatehouse, 2001). Having good proficiency levels in English has become a key requirement to succeed as a specialist in any occupation or field of knowledge (Hutchinson and Waters, 1987). English makes a significant contribution to sustainable international development by facilitating communication between countries that do not share a common language (Crystal, 2003). In addition, English has become the primary global means of international communication in business, education, medicine, the natural-sciences and the social-sciences (Hutchinson and Waters, 1987). Consequently, the language teaching profession has seen the emergence of language teaching for specific purposes and researchers have emphasized the role of learners' individual needs and specialist knowledge of using ESP (ibid).

Moreover, Needs Analysis (NA) plays a vital role in designing and carrying-out any course or programme within the field of English for Specific Purposes (ESP) (Munby, 1978; West, 1994). However, NA should not only be implemented as a pre-stage process to assess students' needs and to design language courses (Lowe, 2009; Basturkmen, 2010), but it should be an on-going process utilised in evaluating and improving language programmes (Basturkmen, 2010).

In this study, the NA approach has been used to explore the academic and professional language needs of nursing undergraduates in the Nursing College (NC)

in the King Abdul-Aziz University (KAU).

Prior to completing the Foundation Year Programme (FYP) students do not know which specialty they will study in the ensuing years. During the FYP they select three specialties, with priority for the first specialty in the selected list, which they can enter the following year only if they achieve the required marks. As a result, the students in the FYP do not study ESP because they do not yet know what their specialty will be. Instead, they study General English (GE). After the FYP, those students who are accepted into the NC have all their nursing-subjects taught in medical English and they do not have an ENP course as a required subject with other nursing-subjects in the nursing-curriculum. Accordingly, this study aims to address the need for an English for Nursing Purposes (ENP) programme post-FYP.

This study emphasizes participants' perspectives by considering the specific English language needs of nursing undergraduates in a proposed ENP course. The study considers the impact of the FYP in preparing the students for their nursing-studies, and the importance of the English that they learn, by identifying some of the problem areas in their English language skills.

1.2 Statement of the problem

The lack of effort in teaching ENP for the current NSs in the NC in KAU has encouraged the researcher to conduct this study and identify the needs of the nursing-undergraduates. This is because research on the English language needs of NSs in SA is scarce. Therefore, the introduction of an English language course in the current NC in KAU can be justified by two main reasons. First, the English language has been acknowledged internationally as a lingua-franca (Crystal, 2003)

in the field of healthcare. Second, NSs need appropriate English language skills to meet the demands of their academic and professional areas (Alfehaid, 2011). Although Saudi learners normally spend seven to eight years studying English as a compulsory subject in primary, intermediate and secondary school, they often lack sufficient competence in using English in real situations, as noticed by Al-Seghayer (2011).

According to Al-Seghayer (2011), a large number of Saudi learners, after finishing school, face linguistic difficulties when they move into higher-education, as well as into future professional domains. Moreover, the post-FYP Saudi students seem to be unable to communicate in English appropriately in actual situations and often fail to express themselves orally or in written form. One of the major reasons for the poor proficiency level of Saudi learners in English language is that their English language needs have not been identified. Furthermore, Al-Seghayer (2014) found that ELTs may apply inappropriate teaching methods in school or even in the FYP; this could be due to their lack of teaching experience and their failure to determine students' language needs.

After passing the FYP, the students would be able to join their desired specialty in the university. In the current study, the students are enrolled in the NC which is an English medium instruction and all their nursing-subjects are taught in medical-English. As the students do not know which specialty that will study prior to completing the FYP, they studied GE courses and they don't have any kind of ESP because they don't know what they will study in the university during their studying in the FYP. As the students studied the GE courses in the FYP, they possibly face difficulties with the medical English of the nursing-subjects that they did not prepare

for it during the FYP. Accordingly, this study aims to address the need for an ENP programme post-FYP.

Since the NSs are not at present taught English language courses in the NC, they are mostly not well prepared to deal with the functional aspect of the English language. In the NC, the curriculum includes nursing-subjects taught in the medium of English. However, the fact is that no ENP courses are taught in the NC to improve the language skills of the current NSs, in order to help them deal with their nursing-subjects. Moreover, there are no trained ELTs in the area of ENP to develop the NSs' knowledge of English.

In the current NC, the NTs are generally renowned for their nursing knowledge, but they are also the only available source of teaching of English language skills. Furthermore, because English is not the first language of either the NSs or the NTs in the present NC, it is indeed hard for them to deal with the English language difficulties with respect to the requirements of the academic setting. These NTs either teach in English or tend to practice a code-switching method for conveying nursing information to the students during lectures. The students could face difficulties in understanding the nursing-subjects and invest additional effort and time to study and to get through the examinations. However, a majority of the NSs feel hesitant when they have to reproduce nursing contents in English, specifically when they need to practise speaking or writing in real settings.

Before joining the NC, the students are taught a course of GE that is based on general topics for social life, which does not include the special language of nursing or healthcare fields. In this college, it is essential for the students to have adequate

proficiency in the main English language skills (listening, speaking, reading and writing) and in study skills, such as in giving presentations. The students need to achieve appropriate competence in English; hence, it is important to explore the needs of the NSs for ENP learning.

1.3 Significance of the study

The findings of this study could contribute to NA studies of a similar nature in the area of ENP in English as a Foreign Language (EFL) contexts, with different levels of students of different majors, such as dentistry and pharmacy. Moreover, other medical or nursing universities, either in SA or abroad, could benefit from the findings and suggestions of this study as it has the potential to make an important contribution by compiling valuable insights into NSs' English language needs.

In addition, ESP specialists and researchers, particularly in ENP contexts, could consult the findings offered by this study in order to make comparisons with the present language situation of NSs in the NC in KAU and other ENP settings around the world. Therefore, this study could be employed to support Saudi ESP specialists in course-design. It is expected that this study would give valuable support to ELTs in the healthcare-field.

Moreover, the findings of this research could be useful for specialists of nursing English as it could help them to design, create, adapt and implement their teaching agendas. By taking these suggestions into account, NCs could also introduce ENP and EONP courses to meet the needs of nursing students. Thus the study could help to improve the standards of nursing instruction in SA.

The findings of this study could also support ESP practitioners to design and develop

curriculum or materials, not only for NSs in the NC, but in the other NCs across SA as well. For Alfehaid's (2011) and Niazi's (2012) findings about teaching English for medical purposes, such courses have the potential to provide NSs with the necessary language skills as they facilitate their understanding of lectures in English and of reading nursing texts. In addition, such courses help improve the NSs' communication skills, to master medical terminology, and develop their pronunciation.

Hence, this research represents a starting point for ENP research in NC in KAU. Further research in SA in different aspects of ENP, such as materials development and teacher training, may begin by taking insights from the findings of this research.

1.4 Aim and objectives

It is worth bearing in mind that the needs of Saudi female nursing students have never been investigated in the NC in KAU; therefore, this study aims to identify the specific English language needs of the NSs in order to recommend an ENP course addressing the NSs' needs in response to their language insufficiency in academic and professional situations. The proposed ENP course could be applied by the nursing curriculum advisory groups with the aim of improving the standards of nursing-education in SA and dealing with the demands of international challenges.

Based on the above premises, this study seeks to explore the perceptions of three different groups (nursing-students, nursing-teachers and English language teachers) about the current NSs' needs in learning ENP in their nursing-curriculum. This study hopes to achieve the following aim: to identify the NSs' perceptions, ELTs and NTs about the NSs' needs in learning ENP.

In addition, the objectives of this study can be summarised as follows:

- to identify the effectiveness of the English language course in the FYP in preparing the NSs for their nursing studies in the NC
- to identify the important reasons for learning ENP
- to identify the main English language skills required for the NSs
- to identify the factors that make teaching ENP appropriate for the NSs.

1.5 Research questions

The four research questions (RQ) raised by this study can be formulated as follows:

RQ1: To what extent does the English language course in the FYP prepare the nursing students for their nursing studies in the Nursing College?

RQ2: Do the nursing students need to learn English for Nursing Purposes? And if so, why?

RQ3: What are the main English language skills required for the nursing students?

RQ4: How can English for Nursing Purposes be made appropriate for the nursing students?

1.6 Organisation of the thesis

The thesis contains eight chapters. The above chapter introduced the study and then Chapter Two presents an overview of the context of the study. Chapter Three discusses the relevant literature in the field of NA and ENP. Chapter Four reviews the research methodology giving a detailed description of the participants, methods and ethical procedures. Chapter Five presents the findings obtained from the analysis of the interview data, while Chapter Six highlights the results from the analysis of the questionnaire data. Chapter Seven illustrates the discussion of

findings and finally Chapter Eight concludes this thesis highlighting the implications, limitations and recommendations of this study.

Chapter Two: Context of the Study

2.1 Introduction

This section introduces the context in which this research was conducted. It also gives a brief perspective on the educational development of the English language in SA, the structure of the educational system in the FYP and the NC. It also briefly examines the language situation with particular reference to the status of English.

2.2 The Teaching of English in Saudi Arabia

Al-Seghayer (2011:8) states that, though it is difficult to identify the exact time of the start of English language teaching in SA, “researchers seem to agree that its formal beginning was in 1928, a few years after the establishment of the Directorate of Education in 1923”. It was during the 1960s that English language teaching was assigned a much more formal and established role in secondary schools in SA. Weekly contact hours of English instruction varied from four to eight. Until the late 1980s, the British publishing company Macmillan was responsible for developing the teaching materials in the English Language Section of the Department of Curriculum Development at the Ministry of Education (Al-Seghayer, 2011).

Al-Seghayer (2011) also points out that Saudi students themselves are well aware that their standard of English language is extremely poor and Saudi HS graduates know that they do not have the required level of proficiency to effectively communicate in English. They seem unable to compete, not only with the students of developed countries, but also with their counterparts from the Arab world (Al-Seghayer, 2011). Moreover, Alfadly (2003) indicates that Saudi learners, even after several years of formal English language teaching, fail to achieve satisfactory

proficiency in English language and remain unable to cope with university education through the medium of English.

English is the only foreign language taught in public-schools in SA and students study English language for six years, from the seventh grade until they graduate from HS. In 2004, the government introduced English language instruction in elementary schools from grade six, then in 2012 from the fourth grade. However, most Saudi students consider English as a course to pass rather than a tool to use in their communication or future careers. Almulhim (2001) reveals that most Saudi students regard English as insignificant for two reasons. First, English is not practised in the students' daily life activities outside the classroom. Second, English belongs to a foreign culture that they have little or no exposure to. Hence, most students pass the English language requirement by memorising vocabulary and grammar drills.

In order to cope with the poor levels of English proficiency of university students, Saudi universities founded institutes to teach English language courses, such as the English Language Institute (ELI) at KAU in Jeddah, Saudi Arabia. This ELI is responsible for teaching English language courses to students in the FYP before joining their desired colleges, as explained in more detail in the following section.

2.3 The ELI at King Abdulaziz University (KAU): brief historical overview

The English language programme at KAU was founded in 1975 by the British Council, about eight years after the establishment of the University. Firstly, the British Council built the English Language Centre (ELC) to teach English courses to over 500 male learners at the Colleges of Engineering and Medicine. At that time, there

were fewer than 100 female students enrolled in the College of Medicine. By the end of 1980, the programme had grown to provide about thirty ESP courses to increasing numbers of male and female students at nine colleges. At that time, the ELC was under the supervision of the College of Arts and Humanities at KAU. Since the introduction of the FYP at KAU in the academic year of 2007-2008, the University has made it a prerequisite for all newly admitted students to complete six credit units of GE before starting their desired studies at one of the different colleges. The annual number of newly-admitted full-time students varies, but it is usually between 12,000 and 15,000 students. Unless exempted by a required IELTS (4.5 and above) or TOEFL (47 and above) score, all students must complete the English course in order to be eligible to secure KAU college entry. Moreover, the ELI employs around 600 qualified English language teachers across the Male Campus, the Females' Main Campus, and the Females' Colleges Campuses. The Mission of the ELI at KAU is to provide intensive EFL instruction, delivered by qualified instructors using an internationally-oriented curriculum, to Foundation Year students to develop their English language skills and facilitate their academic progress. The number of students per-class varies depending on student levels and can reach over thirty, but the ELI is trying to reduce class-sizes to less than twenty as soon as this is operationally feasible. Classrooms are equipped with the latest technology, including computers and data-show projectors, to facilitate interactive teaching and learning.

2.3.1 FYP Structure

The intensive English language course is the main part of the FYP for all KAU Foundation Year students. The English Language course of the FYP is designed to help students achieve an intermediate level of proficiency in the English language, that is B1 in the CEFR, KAU's defined minimum English language competency, within one academic year. The programme has four levels of English language (see Table 2.1 for more information), correlated with the Common European Framework of Reference for Languages (CEFR), and focuses on developing students' language skills and proficiency through an integrated skills curriculum designed to foster active and independent learning.

The ELI is currently using the Cambridge University Press English Unlimited Special Edition series, which has been specially designed to cater for Arabic speaking learners in SA and the Middle East and North Africa (MENA). The series corresponds to four CEFR proficiency levels, (A1, A2, B1 & B1+) and the four-level intensive English language course is an integrated-skills programme. The aim of the English Unlimited Special Edition is to enable adult Arabic-speaking learners to use English for effective communication in real-life situations. The course is delivered using a system of modules. There are four modules in the FYP, two in each academic semester. The duration of each module is seven academic weeks, at the rate of eighteen hours per-week. The final examination is scheduled during the seventh week of each module; each module covers one level of the programme and is considered a full and independent course. Students must be assessed as having successfully completed and passed one level to proceed to the succeeding level and through the full course.

The four levels of English offered at the ELI cater for the general language-learning needs of students for their proficiency levels, which are assessed using a placement test. The placement test in use is the Oxford Online Placement Test (OOPT), developed by Oxford University Press (OUP) to place FYP students at the appropriate level. The course uses the New Headway Plus Special Edition textbook series. This mandatory test is only offered once, immediately after admission into KAU, as announced in the University calendar. The FYP students are placed in relevant levels by the Deanship of Admissions and Registration (DAR) according to placement test scores ranging from 0-120. In case of failure to attend the test, students are automatically enrolled in ELI 101.

Table 2.1: ELI courses. credits and levels

ELI Course Code	Course Level	CEFR Level	Credits
ELI 101	Beginner	A1	0
ELI 102	Elementary	A2	2
ELI 103	Pre-Intermediate	A2-B1	2
ELI 104	Intermediate	B1	2

The total number of credits assigned to these ELI courses is six, since the ELI offers no credit hours for ELI 101 and two credit hours each for ELI-102, ELI-103, and ELI-104, all based on eighteen instruction hours a week. Upon successful completion of all the FYP, students are placed in various KAU colleges according to the required criteria of a minimum GPA of 2 out of 5. Students taking the English programme offered by the ELI are also required to study other mandatory university courses divided into two paths, one for the science-track and the other for art-track, each track having designated preparatory courses (See Table 2.2 and Table 2.3). All FYP

students, regardless of their track, take the same ELI courses.

Table 2.2: Science track courses

Course	Science Track Courses
ELI	All ELI Courses
CHEM 110	Chemistry
STAT 110	Statistics
PHYS 110	Physics
CPIT 100	Computer Skills
BIO 110	Biology
MATH 110	Mathematics

Table 2.3: Art track courses

Course	Art Track Courses
ELI	All ELI Courses
IS 101	Critical/Analytic Thinking Skills
ARAB 101	Arabic
CPIT 100	Computer Skills
ISLS 101	Islamic Culture
MATH 111	Mathematics

2.3.2 Role of the English language in the FYP

The mission of the FYP English Language course of the ELI at KAU is to provide quality intensive instruction of EFL, which is offered by qualified teachers to the FYP students in order to enhance their English language skills and facilitate their college entry. Moreover, students' performance during the FYP determines their university college admission upon successful graduation from the ELI. All KAU colleges require the successful completion of ELI English 104 (Level 4, Intermediate English) and the students' performance in English affects the overall Grade Point Average (GPA), which, in turn, determines future studies. While the university establishes the minimum level of proficiency in English required of all students, it should be noted that the most competitive colleges accept students with a higher-level of language

ability, because their texts are exclusively in English. The most competitive degree courses, such as Medicine or Engineering, require that students are capable of degree level studies through the medium of English. ELI students are therefore urged to achieve their maximum level of English Language proficiency, in order to succeed in their subsequent academic fields of study.

2.3.3 English language teachers' profiles

The ELI employs over 600 highly-qualified teachers across its three Jeddah campuses with instructors hired from many countries. The teachers implement a comprehensive communicative curriculum to the FYP students to enhance their English language skills and facilitate their college entry. Teachers regularly engage in a variety of professional development opportunities offered at the ELI and beyond. Teachers are encouraged to share knowledge and expertise to enhance the in-class learning and teaching experience.

Moreover, the Professional Development Unit (PDU) in each of the three ELI campuses exists to support teachers in their ongoing learning and growth as TESOL professionals. The PDUs provide ongoing professional development opportunities including workshops and symposium weeks, access to online professional development courses from Cambridge's Learning Management System (LMS) and face-to-face training on a variety of topics to enhance teachers' ELT knowledge and sharpen related skill sets.

Furthermore, teachers announce their office hours and contact information during the first class of each module. Every faculty member has at least two daily hours of office time when she is available for student consultation. It is important for students

to consult faculty members concerning academic progress and achievement; faculty members are available for consultation during, before and after classes.

The intended English language curriculum includes goals and expectations that are set by the policymakers, designers and developers. However, teachers may encounter unexpected difficulties, which create a gap between the expectations of the curriculum's designers and what really happens within the classroom while teaching (Thijs & van den Akker, 2009). A misalignment could also happen between the intended curriculum and the practical teaching due to teachers' misinterpretation of the intended curriculum because of a lack of knowledge or experiences. Moreover, Curriculum developers believe that their planned curriculum will be interpreted and applied in line with their expectations and stated objectives, but this belief ignores the role of teachers and students in the curriculum application process.

2.4 History of the Nursing College

The Department of Nursing was established by KAU in 1977 as the first baccalaureate nursing education programme in SA, with six Saudi female students studying nursing as their major. It was affiliated to the College of Medicine and Medical Sciences, but since the establishment of the Faculty of Applied Medical Sciences in 2003, nursing became one of the faculty's five departments. The Faculty of Nursing was later established in 2004. The number of students increased annually to reach the total number of 977 graduates by 2013. Many graduates hold leading nursing positions in various health organisations in the SA today. The aim of the nursing programme is to prepare graduates to participate in the actual needs of SA's healthcare system now and in the future.

2.5 Admission procedures in the Nursing College

The students must satisfy the admission requirements of the NC at KAU, which involve passing the FYP within a minimum grade of very good in biology, chemistry, physics, and English, and the students must meet the GPA requirements set by the Faculty of Nursing. Moreover, after passing the FYP, the students express their interest to join the Faculty through the online system of KAU. Then, the students registered in the Faculty are distributed by the Deanship of registration and admission to the different departments according to their GPA and the criteria set by the faculty of registration and admission.

2.6 Academic structure of the Nursing College

The Faculty of Nursing follows an annual-system; all courses are taught in the medium of English and the course registration is done at the beginning of the academic-year. The entire syllabus, including examinations, is to be covered within thirty-four weeks. Students study the same curriculum in the first year of the FYP and all students in the different departments receive theoretical and practical instruction through lectures, workshops, practical sessions and intensive clinical courses in the University-hospital for all specialties. The nursing-curriculum was, and still is, a four-year academic programme (one preparatory year and three years of study in Nursing), followed by a one-year internship programme at the University-hospital or in other teaching hospitals during which graduates consolidate their clinical skills and academic knowledge leading to a Bachelor's Degree of Science (BSc) in Nursing. In addition, students are required to complete four university courses in Islamic culture, two Arabic language courses, two English language courses, one information technology course and one communication skills course.

The BSc programme in nursing incorporates subjects from the humanities, behavioural and basic sciences to offer the general and professional education essential for understanding human beings, their environment, health and nursing; and for acquiring and implementing nursing theory upon which nursing practice is based. The programme offers courses in maternity and woman's health, child health, psychiatric-mental health, medical-surgical adult health, leadership and management, research processes and methodologies, as well as community health nursing and primary-care. These courses are designed to improve the education and training of professional nurses, to promote uniformity in the basic curriculum and teaching methods of nursing education, to foster personal growth, self-understanding, critical-thinking and judgment, motivation for continued learning and to produce desired behavioural changes.

Furthermore, with regards the nursing curriculum, despite the Faculty's objectives of being almost totally problem-based, only a few sessions are delivered as interactive lectures (Al-Kabbaa et al., 2012) as most nursing-schools in SA follow a traditional educational approach where the curriculum is teacher-centred, discipline-based and hospital-based with no options or elective modules. Teaching methods include lectures and tutorials where the teacher is still the main source of information while practical classes and problem-based sessions are limited. Moreover, the medium of instruction is English and the nursing-curriculum has been totally formulated in English. Likewise, examinations are prepared in English and other curricular aspects, such as classroom activities, lectures, presentations, interaction with teachers and the contents of nursing subjects, are in English.

2.7 Importance of the nursing profession

There are several key factors, which make the nursing profession an excellent career choice for Saudi female students. Firstly, there is an increasing life expectancy in the SA and a growing focus on health-related issues in society. For this reason, healthcare members such as doctors and nurses are regarded as very important persons and enjoy a good income. Furthermore, the students who pursue nursing education are keen on helping others live safer and healthier lives.

Additionally, nursing is considered a secure profession because of the enormous availability of careers in this area. Further, the nursing sector is becoming more specified with the research-oriented approaches that makes it greatly competitive both nationally and globally (Niazi, 2012).

2.8 EFL Context in the Nursing College

Students of nursing and medicine-related sciences in SA spend between seven and eight years in school studying English as an academic subject. In addition, in most Saudi universities, students start with the FYP in which they receive intensive English instruction in addition to basic science courses in biology, chemistry and physics. Then, students are enrolled in the colleges of medicine, dentistry, nursing, or health sciences based on their GPA in the FYP and continue to study in the medium of English (Kaliyadan et al., 2015).

The NC at KAU is an English-medium institution but does not have a self-contained English department. However, in the FYP, the ELI concentrates heavily on improving students' general English proficiency levels. Unfortunately, the ELI does not pay enough attention to the EFL students' needs for ESP at KAU with regards to their

expected and desired subject specialism. The nursing programme requires its students to have proficiency in the English language. English is not only the medium of instruction in the NC but continues to be the language used at work upon completion of studies.

At the NC, the scientific and nursing textbooks and most of the references used are in English, as up-to-date materials are unavailable in the Arabic language in nursing-education. Moreover, handouts, module information and other materials produced locally are in English as well. The Arabic-speaking lecturers find it very difficult to teach their medical subjects in Arabic and, as a natural consequence, English has become the common professional language, as well as the official one, in the classroom and across the university.

Medical Terminology (MT) is universal to the healthcare field and helps its members understand developments in the field in order to help patients. Furthermore, MT is not just limited to doctors, nurses or medical practitioners but it is also important for other workers in the healthcare-sector, such as medical coders or medical assistants. However, a MT course is only taught for one-hour per week as a supplementary subject and the NC tends to disregard this aspect since there are no marks for attendance, assignments or examinations. As a result, NSs often ignore the MT course. Therefore, students and staff in the nursing field who are not familiar with MT might fail in their study or lose their jobs and this may even be potentially hurtful to patients. The importance of MT in the healthcare industry can be considered as the basis of medical interaction and the language of all healthcare activities. It is used to describe symptoms, diagnoses, tests and special medical equipment. The terminology is spoken and written on charts, so it is essential to learn

to say, spell and read medical terms.

2.9 Linguistic background of the nursing teachers

The Saudi teachers speak Arabic as the national language and the other Arabic-speaking workers are native speakers of Arabic mainly from Egypt or Jordan. The Arabic-speaking teachers themselves have been educated in English and communicate among themselves or with the students in English for professional conversations. Moreover, there are non-Arabic-speaking staff who are native speakers of Hindi or Urdu and speak English as well. English being used as a lingua-franca in the healthcare field explains why the Ministry of Health has adopted English as its official language.

Chapter Three: Literature Review

3.1 Introduction

This chapter clarifies the theoretical framework that is based on Hutchinson and Waters' (1987) and Richards' (2001) NA and ESP perspectives. It also reviews some definitions and features of ESP and EAP focusing on its categories. Then, it moves on to present the important approaches to curriculum development in ESP and the procedure of ESP curriculum development. Moreover, it sheds light on recent studies in the medical and nursing fields and in nursing pedagogy. Furthermore, it explains the concept of needs in language learning and needs analysis, presents classifications of NA, provides a NA framework for the current study and reviews some research studies conducted within such a framework in the context of ESP.

3.2 Theoretical Framework

The fundamental aim of ESP is to help language learners attain access to the language they want and need, in order to be successful members of the academic and professional community of which they seek to be a part (Hutchinson and Waters 1987). Moreover, an appropriate NA is the logical starting point for an ESP programme which is responsive to the learners' learning needs (Hutchinson and Waters 1987; Richards 2001).

This study is based on Hutchinson and Waters' (1987) NA approach as a theoretical framework that covers PSA and TSA; the proper approaches to the ESP course that will be highlighted below. Furthermore, it built on Richards' (2001) focuses on selecting appropriate content, effective teaching methodology and methods of obtaining wider input into an ESP programme to provide empirical evidence of the

ESP needs of learners. The current study aims to provide empirical evidence of the ENP needs of undergraduate nursing students in a NC.

What makes NA so popular and unique in the field ESP is that it provides a means of obtaining wider input into the content, design and implementation of a language programme that can be used in developing goals, objectives and content (Richards, 2001). Furthermore, during a programme, NA can be used to assure that learners' and programme goals are being adequately met and allows for necessary programme changes. At the end of the course, it can also be utilised for evaluating progress and planning future programmes (ibid). NA helps practitioners to separate learners' and learning needs into order of priority (Hutchinson and Waters, 1987). Richards mentioned factors that show how essential NA is in investigating learners' and learning needs. This includes not only "target-needs", what learners need to do in the target situation, i.e. language use, and "learning-needs", what learners need to do in order to learn, i.e. language learning, but also learners' subjective needs, such as their interests, wishes, expectations and preferences (Hutchinson and Waters, 1987).

Richards (2001) deals with NA from the point of curriculum development. He argues that information gathered from the different sources, such as students, teachers, administrators, and employers, in the planning process helps to identify general and specific language needs and supports the development of the content of a language programme. He also explains that NA approach assures a flexible and responsive curriculum, rather than a fixed one, which provides information to the practitioners and learners about what the learner brings to the course, what has been accomplished, and what the learner wants and needs to know next. He states that

NA in language teaching can be used for a number of different purposes:

“To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student, - To help determine if an existing course adequately addresses the needs of potential students,- To determine which students from a group are most in need of training in particular language skills,- To identify a change of direction that people in a reference group feel is important, - To identify a gap between what students are able to do and what they need to be able to do, and- To collect information about a particular problem that learners are experiencing.”
(Richards, 2001:52)

With all these different purposes and features of NA in mind, Hutchinson and Waters' (1987) and Richards' (2000) views are applied in this study, which tries to stress the vital role that they play in defining learners' needs. Mainly, the current researcher's decision is based on the rationale of both ESP and NA perspectives (Hutchinson and Waters, 1987; Richards, 2001). ESP is understood to be about preparing students to use the target language within academic or professional environments. Moreover, a key characteristic of ESP course design is that the syllabus is grounded on an analysis of the needs of the students, which is always investigated.

3.3 Definitions and characteristics of ESP

ESP has become one of the most active branches of applied linguistics in general and of teaching English as a foreign language in particular. It seems important to first present the main definitions of ESP suggested by linguists; for example, Mackay and Mountford (1978: 2) defined ESP as “the teaching of English for a clearly utilitarian purpose”. Because their explanation does not appear to cover all aspects of ESP, Blackie (1979: 263) searched for “a satisfactory working definition” of ESP

and he indicated that ESP are “programmes designed for groups of learners who are homogeneous with respect to aims, and whose specific learning objectives have been quantified and stated in communicative terms” (Blackie ,1979: 266). The main factor of Blackie’s definition is homogeneity in a particular group of learners; for this he determines two aspects to identify students’ homogeneity. Initially, level of learners’ language skills that can be identified by a placement-test (Blackie, 1979), which is similar to the admission-test for medical students administered before the academic-year to place students into the appropriate level of English for medical purposes (Pavel, 2014). Secondly, learners’ learning needs can be recognised by conducting a proper NA (Blackie, 1979). It seems, however, that “Blackie neglected to specify the extent to which such homogeneity could be found within a group of learners, because it is often challenging to find a group with completely homogeneous needs” (Alfehaid, 2011:24).

Therefore, Cunningsworth (1983: 153) noticed “the needs of the learners in a group may not be identical and in many cases may differ quite considerably one from another”. Thus, according to Kennedy and Bolitho (1984: 13), “the degree of homogeneity within classes, with respect to needs, abilities and subject disciplines, is one of the most important factors influencing the design and implementation of ESP courses”. However, several researchers consent on the idea that learners’ needs are basic to ESP. For instance, Hutchinson and Waters (1987: 19) claimed: “ESP must be seen as an approach, not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need.”

In this regard, ESP approach considers addressing learners' specific language needs. In the same vein, Munby (1978: 2) described ESP courses as "those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner". This indicates that the focus is on the language learning. Munby also initiated the concept of communication into his description, while Hutchinson and Waters (1984: 112) maintained "ESP is first and foremost a learning process, and it is not possible to have a communicative approach in ESP, unless ESP is seen as primary an educational matter". Therefore, it could be claimed that ESP courses should depend not only on analysing learners' communicative needs, which are usually obtained from the target work situation, but also on a comprehensive analysis of all of learner' language needs. Moreover, Smoak (2003: 27) restates in support the communicative approach view by introducing the concept of real-life tasks, emphasizing that "ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based and task oriented".

One obvious limitation of this definition is that it neglects to justify what kind of real-life tasks are predicted, such as study or professional. Furthermore, in his explanation of ESP, Orr (2001: 207) determines the following tasks:

"ESP is English language instruction designed to meet the specific learning needs of a specific learner or a group of learners within a specific time frame for which instruction in general English will not suffice. Most often, this instruction involves orientation to specific spoken and written English, usually unfamiliar to the average speaker, which is required to carry out specific academic or workplace tasks".

This description also highlights another aspect of ESP, that there is commonly a particular timeframe for ESP courses (Alfehaid, 2011). This implies that ESP adopts certain objectives over a relatively fixed period of time. For instance, Anthony explains “Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes” (1997: 9-10).

Generally, the students study English “not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes” (Robinson, 1991: 2). In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” (Basturkmen, 2006: 18). This denotes that the role of ESP is to help language learners build up the needed abilities to be used in a specific field of inquiry, occupation or workplace. For that, McDonough clearly raised the idea of Needs Analysis (see 3.8 for more information) by declaring that “the idea of analysing the language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind” (McDonough, 1984: 29).

Hence, it appears that the result of analysing needs should assist in defining the ESP content. In addition, Basturkmen (2003: 49) reported that “ESP courses are devised on the basis of the specific work-related or academic needs of the learners and the courses offer descriptions of language use in the disciplines or occupations they serve”. Nevertheless, as Master (2005: 99) argued, “ESP seeks to weigh the

importance of various elements in the genuine language situations English language learners will encounter”.

Moreover, ESP research is concerned with classroom methodology and claims that the focus has been on NA and ESP content. For instance, Widdowson (1983: 87) maintained that “methodology has generally been neglected in ESP”. Similarly, Hutchinson and Waters (1987: 2) asserted that “ESP has paid scant attention to the question of how people learn, focusing instead on the question of what people learn”. This means that the common approach to ESP has often been language-centred and not learning-centred. It can be suggested, therefore, that ESP needs to be seen first as a learning process.

3.4 The Difference between ESP and EGP

According to Hutchinson and Waters (1987), there is, in theory, no difference between ESP and EGP. However, there is a great deal of difference in practice. ESP, like any other language teaching activity, stands on ideas about the nature of language, learning and teaching; however, it often differs from GE. For Hutchinson and Waters (1987), the ESP teaching approach is known to be learner-centred where learners’ needs and goals are of great value, whereas GE approaches are language-centred and focus on learning language from a broad perspective covering all the language skills.

Moreover, Robinson (1980: 6) stated “the general with which we are contrasting the specific is that of general education for life, culture and literature-oriented language course in which the language itself is the subject matter and the purpose of the course”. However, in ESP, after the identification and the analysis of specific learning

needs, students learn English to “route to the acquisition of some quite different body of knowledge and set of skills” (ibid 1980: 6). Furthermore, ESP learners are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson and Waters, 1987).

3.5 ESP Types

Basturkmen (2003) distinguished between two kinds of ESP courses: the “narrow-angle and wide-angle”, as he explained that “the former term refers to courses for learners targeting a particular professional or academic field, whereas the wide-angle or common-core approach refers to courses covering a broader professional or academic field” (2003: 48).

For Alfehaid (2011), the difference between narrow-angle and wide-angle courses could show the level of specificity in the purposes of ESP courses. For that, the current researcher agrees with Widdowson that the wide-angle of ESP courses can “provide learners with a general capacity to enable them to cope with undefined eventualities in the future” (Widdowson, 1983: 6), which indicates that wide-angle courses partially focus on the purposes of students’ specific field. Moreover, Basturkmen differentiates between two categories of wide-angle course: “those that focus on a language variety (e.g. Academic English, Business English) and those which address learners’ common needs with reference to a set of disciplines or occupations (e.g. English for General Academic purposes)” (2003: 50).

One of the benefits of ESP courses is their emphasis on language diversity as “students do not necessarily need to have a high level of proficiency in English” (Basturkmen, 2003: 59). An additional benefit is “ESP courses focusing on the

common needs across target groups offer advantages of practicality and economy” (ibid: 57). Similarly, “students on such courses may also be interested in topics beyond their own narrow specialist discipline or field” (ibid: 58). Supporting this, Mason (1994: 21) views that “healthcare students are generally interested in the wider aspects of their field and appreciate an introduction to a variety of topics”. But a countervailing weakness is that ESP courses with a wider-angle appear to be ignoring students’ needs, as Johns and Dudley-Evans (1991: 304) determined that “the wide-angle approach needs to be supplemented by an attempt to define students’ more specific needs and the actual language difficulties that they face or will face daily, in their academic or professional lives”.

However, narrow-angle ESP courses “provide learners with a restricted competence to enable them to cope with clearly defined tasks” (Widdowson, 1983:6), which indicates that their purposes are specific. For Basturkmen (2003: 50), “narrow-angle courses are based on the analysis of learners’ needs with reference to their particular discipline or occupation (e.g. English for pilots)”. Furthermore, Dudley-Evans and St John (1998: 151) noticed “a narrow-angle course is appropriate where needs are limited”, but there are a number of difficulties with narrow-angle course-designs. For example, the narrow-angle ESP course-designs restrict learners’ ability to use English because “they are limited to the precise uses of English that allow them to operate in restricted circumstances” (Basturkmen, 2003: 55). Narrow-angle ESP may also be “demotivating to the student and open up a credibility gap between learner and language teacher” (McDonough, 1984: 54). This could happen since some ESP teachers do not have an adequate basic knowledge in their students’ specialty, whereas some learners “already have problems enough with language

without adding an additional conceptual load” (Kennedy and Bolitho, 1984: 51).

According to Barnard and Zemach’ claims, “ESP should not be regarded as a discrete division of ELT, but simply an area (with blurred boundaries) whose courses are usually more focused in their aims and make use of a narrower range of topics” (2003: 307).

ESP can be divided into diverse categories that can often be beneficial for different disciplines (Kennedy and Bolitho, 1984; McDonough, 1984; Robinson, 1991; Carter and Nunan, 2001; Belcher, 2006). As Kennedy and Bolitho (1984: 3) stated, ESP types can “provide an overall picture of the main groups of learners which might be of concern to an ESP teacher”. Moreover, the categorisation of ESP can be effective in distinguishing ESP courses from GE courses.

ESP courses have been divided into two major types: English for academic purposes (EAP) and English for occupational purposes (EOP) by many ESP specialists (Kennedy and Bolitho, 1984; McDonough, 1984; Hutchinson and Waters, 1987; Robinson, 1991; Dudley-Evans and St John, 1998, Flowerdew and Peacock, 2001a; Belcher, 2006). This means that “learners for whom ESP is appropriate are either engaged in studying a particular subject in English or are following a particular occupation for which they need English, or both” (Stevens, 1988: 39). Hutchinson and Waters (1987: 16) explained “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”. Furthermore, Hyland (2006: 23) argued “the main differences between EAP and EOP instruction contexts is that less consensus exists on the language, skills and

communicative behaviours required in the world of work. Thus, the two main purposes of ESP are study and work, while some learners will need it for both”.

EOP “refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations” (Dudley-Evans and St John, 1998: 7). Hence, EOP is associated with the learners’ profession because “they are most likely required to have a certain level of English proficiency at work which is an indicator of good work performance” (Kim, 2008: 1). That is to say, EOP courses try to develop work-related language skills.

On the other hand, EAP is defined by Flowerdew and Peacock as “the teaching of English with the specific aim of helping learners to study, conduct research” (2001a: 8). This indicates EAP is regularly focused on educational purposes and relates to study-skills such as referencing and summarising. According to Watson Todd, “the main goal of EAP is for students to communicate effectively in academic environments” (2003: 149). Moreover, EAP can be subdivided into many types (Dudley-Evans and St John, 1998; Jordan, 2002), and its main type is considered to be English for science and technology (EST). However, it seems that EST can relate to both occupational and academic uses of English: “occupational when it addresses the needs of oilfield workers, engineers, etc.; academic when it is for school and university students studying physics, maths and chemistry through the medium of English” (Robinson, 1980: 8).

Likewise, Holme (1996) explained EAP was developed along with ESP as one of its categories concerned with the specific purpose of following academic courses at the

university level. Others view EAP “as having a quite different, general study-skills orientation, rather than requiring specific language context analysis” (Jordan 1997: 4). From this explanation, EAP is considered below ESP, which could be echoed in the names of its sub-specialisations (e.g. English for studying biological sciences, English for law). At present, it could be said that ESP is an expanding research field and the categories of ESP can be expanded too. For example, McDonough (1984: 7) listed 16 ESP courses and claimed that “the list is almost endless”.

Nonetheless, one struggle is that, in spite of its simplicity, the distinction between EAP and EOP can lead to confusion, since the difference is not clear-cut (Hutchinson and Waters, 1987) in that these two broad classifications often overlap (Belcher, 2006). Therefore, this difference is not always usable and its ambiguity can be approved as Belcher (2006: 134) described “the goals of EAP and EOP are not always easily separable”. For example, English for economics may be for either academic or occupational purposes. In other words, as explained by Flowerdew and Peacock (2001a:11-12) that “an English course designed to help students read economics textbooks would clearly be EAP, but a course designed to teach learners how to participate in business meetings or take phone calls definitely has an EOP dimension to it”.

It can be maintained that this ambiguity could be understood in that the ongoing development in various domains where English is used has resulted in more specific needs for the language in certain fields (Alfehaid, 2011). For that, Holme (1997: 2) offered “a pyramid of specific needs whose higher levels represent more specific language needs, resulting in the opportunity for more specific branches to emerge within the domains”. For instance, Alfehaid (2011) saw EAP is less specific but at

the following levels it develops to be more specific. In this regard, Holme (1997: 2) mentioned that “the bottom of the pyramid (e.g. EAP and EOP) might be considered a category for specialization rather than a specialization by itself”. This shows that EAP is perceived as a division of the ESP. However, some researchers (Hamp-Lyons, 2001; Turner, 2004) see EAP as a different area that is based on study skills, whereas others view ESP as labelling kinds of specialty in EAP.

3.6 English for medical/nursing purposes

Celce-Murcia (2001) stated that ESP’s branches and sub-branches are hard to classify, since the specific nature of each ESP context is so diverse. Along the numerous ESP sub-sections, EMP/ENP comes under the umbrella of English for science and technology (EST), which is, in turn, a branch of ESP. EMP has been steadily growing around the world (Master, 2005) with an increasing rise in EMP courses delivering specific communication topics, grammar, and EMP discourse. This has led researchers to meticulously study what materials and topic should be chosen when designing EMP/ ENP textbooks.

According to Maher, English for Medical Purposes is “the teaching of English for doctors, nurses, and other personnel in the medical professions” (1986: 112), then goes on to explain that “EMP is designed to meet the specific English language needs of the medical learner (e.g. nurse, dentist), focuses on themes and topics specific to the medical field, focuses on a restricted range of skills which may be required by the medical learner” (Maher, 1986: 112). Maher (1986) proposes two subdivisions of EMP as English for medicine for educational purposes (EMEP) and English for medicine for occupational purposes (EMOP). Similarly, Dudley-Evans and St John (1998) classified EMP into medical English for academic purposes and

medical English for occupational purposes.

According to Maher, “EMEP includes language training as a part of primary medical or healthcare studies” (1986:115), and “learners have to read textbooks and articles as well as write essays and short medical reports” (Dudley-Evans and St John, 1998:49). While, “EMOP is associated with active professional requirements (e.g. consultation skills, conference presentation)” (Maher, 1986:115). For example, in EMOP doctors or nurses are required to “read specialist articles and make papers and slide-presentations for conferences” (Dudley-Evans and St.John, 1998:49). Moreover, for Maher, most EMP courses “are designed according to two essential frames: the type of learners involved, the main groups being nurses and doctors, and the main purpose of the courses “(Maher, 1986 :116).

What distinguishes EMP or ENP from other ESP sub-branches is that EMP or ENP have their own set of medical or nursing discourses. As Gylys and Wedding (1983) argued, medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in healthcare settings such as diagnosis. For Yang (2005), EMP terminology mostly involves prefixes and affixes, which should be carefully noted when designing an EMP/ENP course.

Furthermore, EMP has its own rules and structure so health professionals must read, write, interpret, or give directions using a wide variety of abbreviations and acronyms that are extremely career-specific (Hull, 2004; 2006). The EMP curriculum-design should be based on medical content, not on the structure or rules of GE (Hwang 2011; Iravani and Saber 2013; Niazi, 2014; Vahdany and Gerivani 2016).

3.7 Signature pedagogies in nursing

The idea of signature-pedagogies comes from research which explored different academic disciplines of university educated students (Golde, 2007; Chick et al., 2012; Shulman, 2005). Research pointed to the shared pedagogical approaches across disciplines, but also highlighted distinctive practices for each one, such as the clinical rounds in nursing. These distinctive practices are intended to do more than teach knowledge; they also set-out deliberately to teach habits of mind, and ways of thinking and doing (Shulman, 2005).

Shulman (2005:52) defines signature-pedagogies generally as “the types of teaching that organise the fundamental ways in which future practitioners are educated for their new profession”. The idea of signature-pedagogy embodies what instructors of a discipline “take for granted” and are doing pervasively to instill the students of the discipline with its content, its skills and its values in order to become successful practitioners after graduation.

Moreover, Long et al. describe signature-pedagogies for nursing-education as “to teach health science knowledge, clinical practice skills, and critical thinking, while inculcating an ethos of compassionate and ethical behavior” (2012: 187).

The next section discusses the common educational pedagogies in the nursing field.

3.7.1 Narrative-pedagogy and problem-based learning

In recent years, narrative pedagogy and problem-based learning have emerged as pedagogies that engage NSs actively and critically. Both narrative-pedagogy and problem-based learning enhance nursing students’ imaginations, empathy, and

clinical judgment. The influence of stories to engage NSs' imagination and understanding to employ "multiple epistemologies (knowledge), exploring ways of knowing and practices of thinking and interpreting as central to understanding the nature of experiences" (Diekelmann, 2001, p. 54). Narrative-pedagogy considers the experience of all involved in the conversation: the student, the healthcare members, the patient, the family, and the clinical-group as a whole (Kawashima, 2005; Chan, 2008; Long et al., 2012).

Problem-based learning is "a pedagogical method that provides students with practical, real-life problems to solve. These problems are typically open-ended in nature, generally possessing many possible solutions" (Visconti, 2010, p. 27). Problem-based learning, originally used in medical schools decades ago, was adopted more recently by NTs (Baker, 2000; Long et al., 2012).

3.7.2 Clinical-education pedagogies

Clinical-education is fundamental in teaching NSs because it offers opportunities for them to practise several basic skills and dispositions such as imitating relationships with patients and families, developing interpersonal skills, learning the art of engagement and involvement, understanding themselves as means of care and developing their understanding of the empirical aspects of illness and injury (Benner et al., 2010; Tanner, 2010). Despite the challenges of clinical- pedagogy, many kinds of learning happen in this setting; for example, NSs in supervised clinical-education learn to join theoretical knowledge with clinical-settings (Bennek et al., 2009).

3.7.3 Simulation-pedagogies

A well-established way of preparing students for their clinical-settings and refining their clinical skills is the clinical simulation, which is widely used in pre-professional education and professional continuing development. Simulation-pedagogies in nursing are now standard practice that focus on improved patient outcomes (Cannon-Diehl, 2009). Lockyer et al. (2004) states that reflection allows one to transform learner knowledge into clinical application, which is the goal for nursing-simulation.

3.7.4 Study-abroad pedagogies

As an emerging signature-pedagogy, study abroad offers unique teaching and learning opportunities for NTs and students. Students learn about issues in global health and nursing, are able to practise communicating and caring for clients in cross-cultural settings and gain an understanding of global-cultural differences in approaching nursing-care. Students increase their academic knowledge and skills and experience personal growth (Thompson et al., 2000).

3.8 ESP in Saudi Arabia

Despite the fact that ESP is a new concept in SA universities, the demand for ESP has been constantly growing as the country is witnessing rapid changes in all fields (Ahmad, 2012); therefore, to cope with the global development of science, business and technology, English has become highly necessary (Crystal, 2003). Thus, ESP may be a better option to provide students with necessary information of their specialised subjects based on their linguistic competence. Alsubaie (2016) calls for the integration of ESP materials in Saudi-universities and the design of new syllabi

to meet students' needs and link students' level with their learning preferences. If teaching materials do not fulfil the immediate needs of the students and are irrelevant to what ESP-students really need, this may cause a lack of motivation. Moreover, learners who need ESP have been classified by Knight et al. (2010) into two groups: (1) learners who are in the process of developing expertise in their fields and need English skills as tools in their studies and training, and (2) learners who are already experts in their fields and need English skills as tools in their work. Apparently, our Saudi-students fall into the former group. In addition, Alhuqbani (2005) believes that learners' needs should be the main focus of ESP curriculum-design and implementation. Dudley-Evans and St.John (1998) conclude that language learners have different goals and needs for learning English. The same applies to Saudi-students and considerable efforts are needed in ESP in SA to meet these needs.

3.8.1 EMP in Saudi Arabia

Students of medicine and medicine-related sciences such as nursing in SA spend five to six years in school studying in the medium of English. In most Saudi-universities, students start with the FYP in which they take intensive English courses in addition to pre-medical requirements and basic sciences like biology, chemistry and physics. Then, students are enrolled in schools of medicine, dentistry, nursing, or health sciences based on their marks in the preparatory year (Kaliyadan et al., 2015). However, previous studies (e.g. Al- Kabbaa et al., 2012) reported that the curriculum in medical-schools in SA is almost totally problem-based with only a few sessions delivered as interactive lectures. Other studies (e.g. Al-Hazimi et al., 2004) found that medical-schools in SA follow a traditional-educational approach where the curriculum is teacher-centred, discipline-based and hospital-based with no elective

modules. Teaching methods include lectures where the teacher is still the main source of information while practical classes and problem-based sessions are limited (Al-Hazimi et al., 2004). Moreover, when the medical-students study their medical-courses in a language that is not their first-language, to compensate for language difficulties, they tend to spend long hours studying outside their class time, which leaves them a limited amount of time to develop their oral and interactive language skills (Alqurashi, 2016).

There does not seem to be a well-founded tradition of addressing the students' EAP needs in Saudi academia. It is true that there are many English institutions in the Saudi tertiary organisations, but most of their activities focus on teaching English as a requirement and, thus, pay less attention to the students' subject-related needs. Even the few attempts to consider these needs follow the grammar-translation methodology in presenting course materials. For Richards (2001), the grammar-translation method emphasises on teaching of grammar through presenting the rules and lists of vocabulary translated into the mother-tongue. Sure enough, such practice could not be expected to develop the language skills needed to facilitate the comprehension of subject-specific contents. Moreover, Al-Humaidi (2007) reported that the ESP syllabus in some Saudi tertiary institutions is often considered under GE. Even worse, it is not based on a systematic needs assessment. That is to say, the EAP syllabus, in SA, is primarily based-on the policymakers' and course designers' perceptions (Ahmad, 2012)

Ahmad (2012) observed a growing demand for applying ESP in SA colleges and universities and explored the challenges that ESP specialists are facing in ESP teaching situation. Ahmad's results suggested that, although teachers assigned to

teach ESP courses need not be expert in the given specific domain, they should at least evince interest and, need to have ESP training and gather necessary information about the specific contents prescribed in the ESP courses. This would definitely boost ESP teachers' expertise and confidence. Moreover, he recommended ESP students be provided with content-based textbooks, which incorporate topic-based, task-based and theme-based components.

3.8.2 ESP curriculum development

For Richards (2001:2), "language curriculum development starts with the concept of syllabus design, which is considered as one aspect of it". For White et al. (1991), the process of developing a syllabus design emphasises the choice of the content of a specific course. Richards (2001: 2) defines curriculum development as:

"The processes that are used to determine the needs of a group of learners, to develop aims and objectives for a program to address those needs, to determine appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes".

The present study can apply Richards' definition of curriculum-development to EMP/ENP curriculum-development. Furthermore, different models of language curriculum-development have been proposed by some curriculum-designers (Brown, 1989; Nation and Macalister, 2010; Brown, 2016). Whereas these models differ in their content and main elements, "they have a notable commonality, namely, the idea that curriculum development process is an ongoing cycle" (Alfehaid, 2011:53). For example, Brown's curriculum development model (1989) involves six elements: needs analysis, objectives, testing, materials, teaching and evaluation

(1989), which has advantages over other models because of its flexibility. For Alfehaid, Brown's model "is seen as a process which may be designed, changed and adapted to new conditions and requirements. These conditions might be, for instance, changes in needs and attitudes, in environment or resources" (2011:54). That is, each element of Brown's model can create an incorporated and related process, which are expected to present a systematic development in the curriculum and this process starts by running a NA.

3.8.3 EMP/ENP curriculum-development

Curriculum-development is basically the process of planning and implementing a curriculum; in the same way a language-curriculum is considered as the various tasks and materials combined in one design. In other words, a language-curriculum refers to what and how students and teachers interact in the learning and teaching process (Richards, 2001). Regarding an ESP curriculum, Brown (2016) stated that:

"ESP curriculum is a specific one and there are certain steps to be followed in developing ESP curricula such as analysing learners' needs, designing authentic materials, finding relevant and appropriate discourse, deciding the language activities and task, re-editing the design, and finally piloting and evaluating the materials."

It can be noted that in a GE curriculum-design, only GE language needs are considered, but with an ESP curriculum both the general and specific English needs are to be taken into consideration for the students to competently operate in their specific field or occupation. For instance, an ESP syllabus in nursing/medicine needs to focus more on specific Latin terminology because this is what ENP students need.

It should also be noted that ESP learners' needs are mainly determined by their major and thus influence the specific features of any ESP curriculum. This is why the NA is to be carefully oriented toward learner-centred methodologies (West, 1994).

As discussed above, ESP instruction needs to be learner-centred in order to make curriculum-development goal-oriented and tailored to learners' specific needs. It should also be socio-culturally sensitive (Hutchinson and Waters, 1978), which means that developing a course for a group of Arab-students might differ from developing an ESP course for Spanish-learners, for instance, as the Spanish speakers are more familiar with Latin scripts and terminology. For that reason, more focus on Latin and Greek MTs is needed when developing and teaching ESP to Arab students.

Authenticity should also be an essential element to bear in mind when designing ESP teaching materials (Robinson, 1991). In fact, finding authentic-materials is a hard task and some ESP teachers, therefore, prefer to adapt commercial ESP published textbooks. Again, it is a hard choice for ESP teachers to select suitable published materials that are close to authentic ones and at the same time specifically tailored to the learners' specific needs because of the wide range of publications in the market that usually meet more general than the specific learners' needs. It is almost far-fetched for ready-made published course books to be fully practical due the existence of a wide range of ESP sub-branch courses (Dudley-Evans and St John, 1998). Hence, I believe that an alternative is to produce in-house textbooks to meet the identified learners' needs within a specific content area. Indeed, tailor-made ESP materials that meet the specific course objectives can enhance the learners' major programme using authentic tasks and activities that meet the learners' specific

needs. Furthermore, to ensure effective ESP course delivery, cooperation with content-subject teachers (e.g. a nursing teacher) can supplement any missing content features in the course. A real nurse is able to convey real-life input into the classroom where an ELT uses that authentic input to develop NSs' linguistic skills. For instance, a nurse introduces the term *cardiologist* and the teacher explains the use of the prefix *cardio-* and the suffix *-ist*.

3.9 Description of needs

For Chambers, the term needs "is both ambiguous and imprecise" (1980: 26) and "not as straightforward as it might appear" (Richards, 2001: 54). This term has been conceptualised differently by many researchers (Chambers, 1980; Hutchinson and Waters; 1987; Graves, 2000; Richards, 2001; Benesch, 2001; Belcher, 2006). Therefore, needs in an ESP context could include a wide range of meanings "such as learners' goals, desires, preferences, demands, interests, necessities, wants, expectations, lacks, requirements and motivations, their awareness of their rights, their language proficiency, their reasons for taking a course" (Alfehaid, 2011:56). Furthermore, Robinson (1991: 23) proposed a realistic description of needs as "a matter for agreement and judgment, not discovery". However, Brindley (1984: 29) presented a contrasting view referring to the notion of need as "not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed". Moreover, Richterich and Chancerel (1987: 9) stated needs "are built up by individuals or groups of individuals from an actual example of experience".

3.9.1 Kinds of needs

3.9.1.1 Real versus ideal needs

For De-Escorcía (1985), in ESP learning there are two types of needs: (1) real-needs and (2) ideal-needs. He describes real-needs or what Harding (2007: 17) describes “immediate-needs, as those that are realised in most cases towards the end of learners’ professions when more specialized up-to-date reading material has to be handled”. Scrivener (2005) maintained that learners in reality cannot distinguish between what they need or want. Further, Richterich and Chancerel (1987: 3) noticed “experience shows that in general the learner is little aware of his needs and, in particular, he is unable to express them in very clear terms”. This indicates that teachers are responsible for discovering learners’ needs and to help them in expressing their needs, as well as to raise students’ awareness of their needs. On the other hand, De-Escorcía (1985) indicates that the ideal-needs would be related to an ideal setting where students are supposed to be. Obviously, the ideal-need might differ according to learners’ views and situations, whereas the real-need, for De Escorcía (1985), is the basic knowledge the students must have to be able to achieve their studies successfully.

3.9.1.2 Objective-needs versus subjective-needs

One group of researchers (Brindley 1989; Brown, 1995; Van Avermaet and Gysen, 2006) classifies two different types of needs into objective and subjective needs. On the one hand, Van Avermaet and Gysen (2006) clarify that objective-needs can be obtained from real information about students, their use of language in actual communicative situations, existing language proficiency and language problems. This indicates the objective-needs aim to have concrete language elements. On the

other hand, Belcher (2006) points out that subjective-needs of learners can be gained from both cognitive and affective factors such as attitudes towards learning English, wants and expectations. In another meaning, subjective-needs for Brown (1995) indicate unobtrusive data such as wants. Furthermore, in the light of these two types of needs, Brindley (1989) advocated mixing objective and subjective needs. In support of Brindley's argument, Graves (1996) saw subjective-needs as being as essential as objective-needs since the latter could not be met unless the former were considered. For that, Alfehaid implies these two kinds of needs "should be classified and balanced. While considering only subjective needs formulated by learners themselves, without paying attention to their objective needs, could not be in their long-term interests, a restricted focus on objective needs may also not be desirable" (2011:59-60).

3.9.1.3 Learning-needs versus target-needs

Hutchinson and Waters (1987) differentiate between target needs and learning needs and they clarify that the former is related to what students need in the target work situation, such as the knowledge and skills they should have to perform to the required level of proficiency. Moreover, Chambers (1980: 30) describes target needs as "real and long-term needs". Hutchinson and Waters (1987: 55) categorized target needs into three kinds, as follows:

"(1) Necessities: these are the demands of the target situation; i.e. what learners need to know to function effectively in the target situation ... (2) lacks: It is important to match the target proficiency against the existing proficiency of the learners. The gap between them is what the learner lacks... (3) wants: these represent the learners' view of what their own needs are, i.e. what they feel

they need, which might be different from or conflict with the views of other people involved such as course designers, teachers and sponsors”.

From the above explanations, it could be understood that all types of target-needs are commonly concerned with language use, particularly in the target situation of work which, as Chambers (1980: 29) emphasized, “has so far been largely ignored” in NA research.

On the other hand, learning-needs refer to “what learners need to do in order to learn the language” (Hutchinson and Waters, 1987: 54). They correspond to the route that enables the learners to move from the starting point (lacks) to the end (necessities) and could include their knowledge of English, skills, strategies, preferred styles and ways of learning the language, problems encountered in doing so and their motivation for and attitudes towards ESP learning. However, Robinson (1991: 3) noted that “whereas needs analysis formerly focused rather exclusively on target or end-of-course requirements, now it is usual to take account of students’ initial needs, including learning-needs”. This indicates that learning-needs are mainly concerned with why and how the language is learnt in the learning situation. Sometimes the “destination” may be deferred because the necessities perceived by the course designers or teachers may be different from what the learners want or feel they need. In other words, it seems that learning-needs are entirely pedagogic in nature (Robinson, 1991). However, Savage and Storer (2001: 141) argue that learning-needs can be seen as ‘instructional logistics needs’ in that they relate to questions of the purpose of the course, type of instructional resources and location and time of the course.

3.10 Needs analysis

In English language teaching, an increasing importance has been devoted to careful study of learners' needs as a main requirement for successful course-design (Long, 2005). Students' needs are typically identified and analysed through the process of NA (Johns and Dudley-Evans, 1991; Benesch, 1996; Belcher, 2006; Hadley, 2006; Harding, 2007; Oanh, 2007; Graves, 2008; McCarter and Jakes, 2009). Moreover, Dornyei (2001: 140) recommended "to make the curriculum and teaching materials relevant to the students, [you should] use needs analysis techniques to find out about your students' needs, goals and interests, and build these into your curriculum as much as possible". Besides, according to Brown, NA is:

"a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions" (1995: 36).

Graves affirmed NA is "an ongoing process of gathering information about students' needs and preferences, interpreting the information, and making course decisions based on the interpretation in order to meet the needs" (2000: 98). In addition, Richards et al. reflected on another aspect of NA as:

"Needs analysts gather subjective and objective information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required" (1992:242).

The present study is in the same vein as the previous definition of NA, since the current researcher thinks it would be appropriate because it appears to cover a variety of aspects that would be related to the learners' needs. Accordingly, it seems

realistic to claim defining learners' needs is essential for successful language learning and teaching, as Holec explained "there appear to have been three main tendencies regarding curriculum development: improving teaching methods, adapting the teaching to the type of learning and training the learners in how to learn" (1980: 263-264).

In addition, Flowerdew and Peacock perceived NA as "a defining feature of ESP" (2001b: 178), and Kandil (n.d: 1) noted, "NA has not yet received sufficient attention from researchers and language teaching professionals in the Arab world". A possible clarification for this could be related to lack of awareness, either by organisations, teachers or by learners, of the significance of recognizing needs by NA approaches.

3.10.1 Approaches of needs analysis

Researchers have categorized different approaches to NA for learners' needs: target-situation analysis (TSA), learning-situation analysis (LSA) and present-situation analysis (PSA) (Hutchinson and Waters, 1987; Mo, 2005; Kim, 2006; Brown, 2016). TSA includes recognizing the target situation and running an in-depth analysis of different elements such as activities and linguistic characteristics (West, 1994; Basturkmen, 2010). This implies that TSA is mainly related to the actual communication needs that are directly involved the target situation, rather than learning needs. In order to bridge the gaps in TSA, PSA can be applied because the PSA focuses on determining students' proficiency levels in English at the beginning of their language course and exploring their strengths and weaknesses (Robinson, 1991; Hyland, 2006). According to Jordan (1997: 24) "the sources of PSA data are the students themselves, the language teaching establishment and the user institution (e.g. place of work)". For Robinson (1991: 9), "the assumed difference

between TSA and PSA is that the latter represents constraints on the former, which will have been carried out first". Furthermore, "LSA necessitates exploring the learning situation to discover how students learn to do what they do with language" (Hutchinson and Waters, 1987: 63). This means that LSA includes recognizing the learners' preferred learning styles and strategies of learning. Generally, based on the NA approach of Hutchinson and Waters (1987), the three approaches of TSA, PSA and LSA can complement each other.

Based on the previous views, the NA approach seems a basic process for gathering information about students' needs, especially in the ESP context. According to Alfehaid "needs generally include not only the requirements of linguistic features of a target situation, but also communicative preparation and association with the target community; and NA is very much dependent on how these needs are perceived" (2011:71).

3.10.2 ESP needs analysis procedure

Jordan (1997: 23) set some practical steps for conducting NA in English language teaching that could be used in diverse kinds of ESP:

"Identify the purpose of the analysis; delimit student sample; decide upon approaches; acknowledge constraints/limitations; select methods of collecting data; collect data; analyze and interpret results; determine objectives; implement decisions (i.e. decide upon syllabus, content, materials, methods, etc.); evaluate procedures and result".

From the above view, Jordan sees that the main step in conducting the NA is to recognize its aim. Hence, the purposes for analyzing students' needs must be as well-defined as those classified by Richards (2001), for which the current researcher

quotes his full classification because this study is closely based on it:

(1) To determine to what extent the present ESP course helps them to improve their language skills (reading, listening, speaking, writing), grammar and vocabulary; (2) to identify language difficulties and problems encountered in their current place of learning English and in their future workplaces; (3) to determine to what extent the present ESP course adequately prepares them both for their studies and for their target careers; (4) to determine to what extent their needs are met by the present ESP course and its materials; (5) to determine the extent to which the English language needs assumed by their sponsors are actual needs; (6) to determine what language skills, activities and tasks will be required to enable them to function effectively in their academic discipline and future workplaces; (7) to identify their attitudes towards learning English and ESP (Richards, 2001: 52).

In this study, the current NA followed the steps suggested by Richards. Moreover, NA in ESP is perceived as the basis for all the other decisions that must be made (Belcher, 2006), and it is the starting point for developing ESP courses to meet the learners' needs. Most of the information that appear from a NA data collection would be about learners' needs and thus, for Brown (2016), "the data will be student-centered" (p: 57).

Moreover, Purpura et al. defined the characteristics of NA in four points as being "situation-specific, learner-centred, pragmatic and systematic" (2003: 9-11). According to Brown (2016), these four characteristics are the basis for producing and choosing NA data collection, since the procedures:

"(a) Must end up being appropriate for the specific situation involved; (b) should be centered on the learners (though all other stakeholders should be considered) ;(c) must be practical within the constraints found in the particular

situation; and (d) should be systematic so the results will function well and lead to defensible NA conclusions” (Brown, 2016:57).

Consequently, in selecting NA data collection procedures, the researcher must consider the appropriateness of these procedures for the research situation, as Brown advised: “the procedures are likely to work in that situation and will generally be accepted in that particular context. To do otherwise will be inefficient, wasteful, and perhaps futile.” (2016: 57)

3.11 ESP practitioners’ roles, challenges and training

The teaching of ESP has been seen as a distinct activity within ELT, since ESP, according to Hutchinson and Waters (1987), is an approach to language teaching in which all decisions as to content and methods are constructed based on the learners’ reasons for learning. Swales (1985) preferred using the term “practitioner” instead of “teacher” due to the multiple tasks the ESP practitioner should achieve. In addition, Dudley-Evans and St. John (1998) distinguished five roles to be performed by ESP practitioners: (1) teacher, (2) collaborator, (3) course-designer and materials-provider, (4) researcher and (5) evaluator. The first role is similar to the GE teacher. Also, the ESP teacher should collaborate with the subject-specialists to gain information about the subject syllabus or with the students who are more familiar with the content. Further, planning the courses and providing their material is one of the ESP practitioner’s roles. To do so, the ESP practitioner should be a researcher as well. Lastly, continuous evaluation is a significant factor to create a successful ESP-course.

Ahmad (2012) and Alsubaie (2016) concluded that being an ESP practitioner is not an easy job and that it is a real challenge. It is only very recently that Saudi GE

teachers have started to think about becoming ESP practitioners. Just being fluent in English is not the only requirement to be an ESP practitioner so it should be realised that teaching in ESP is somehow different from GE teaching and more challenging because it involves much more than teaching. Thus, Saudi ESP practitioners are required to have specific subject knowledge alongside the teaching competence and should design materials best suited to the students' levels in SA. To obtain this competence and be qualified to play all the assigned roles of ESP practitioners, ESP training is essential for ESP teacher as they need to know the subject area and innovative methodology needed to teach these courses. In fact, Saudi ESP practitioners are not available since they are not well-prepared as there are no pre-service teacher training programmes in ESP in SA. It is surprising that curriculum-designers in SA did not take ESP-teacher education very seriously, which means that Saudi practitioners' training is a neglected need and a problem that requires a solution.

To have subject knowledge is a challenge for ESP teacher because he/she is supposed to have not only the knowledge of GE, but also content knowledge of the specific field. One possible solution is collaborative-teaching between language-teachers and subject-teachers. They can perform ESP teaching scaffolding each other; the former providing the latter with language teaching methodology and the latter making the content meaningful and helping the ESP teacher learn content knowledge.

The primary responsibilities of ESP practitioners are to develop, contextualise, evaluate and revise ESL/EFL language curricula, classroom pedagogies, and assessments, making them appropriate for a specific group of students in a specific

language learning setting by administering continuing NA of the language, discourse, and contexts in which students will be using the language (see Hyland, 2004; Hyland & Tse, 2004; Gavioli, 2005; Brown, 2016).

3.12 Who should teach ESP?

In the real world, however, there are various factors that prevent experts from teaching ESP courses. First, the available experts in the field often do not have appropriate English skills to teach an ESP course (Madeleine, 2007). Second, field experts are often too busy with other work and classes or are simply unwilling to teach an ESP course. Third, even if field experts have appropriate English skills, and are willing to teach an ESP course, they are still not language experts. In other words, they have probably rarely considered the actual language they use in the field, have little understanding of what language items will be required in the field, and know little about the strengths and weaknesses in the language skills of students. Perhaps, most importantly, they are unlikely to have had any experience designing an effective ESP course, which considers the needs of the learners, has relevant and appropriate materials, and includes an effective set of testing procedures.

Of course, many field experts are non-native speakers of English, and thus have experienced the same path as their students to gain language-proficiency. This gives them important insights into the learning-process that are invaluable to students. However, having the ability to acquire the target language does not spontaneously mean that field experts know the most effective methods for others to acquire the same skills. The same argument can be made with GE; even though all native speakers, by definition, have acquired the target language, it does not mean that

they are all qualified to teach it (Phillipson, 1996).

One solution to the problem of who should teach an ESP course, often quoted in the literature, is to adopt a team-teaching approach, whereby a regular ELT (possibly with experience of ESP teaching) works in tandem with a field specialist, deciding course goals, selecting suitable materials, and perhaps even teaching classes together (Dudley-Evans, 1998). The danger here, however, is that the field specialist may monopolise decisions, despite their limited knowledge of ESP in general. This is especially true if the ELT starts believing everything the field specialist says (Swales, 1990). Also, in many cases, time constraints, institutional politics, and differing expectations make team-teaching impractical (Barron, 1992). What results in many institutions is that field specialists may play a role in deciding how many ESP courses should be offered in a department, determining what the overall goals of the courses should be (e.g. “teach students how to read research papers”) and perhaps even hiring teachers. However, finer details such as materials selection, grammar and vocabulary goals, and test procedures are largely left-up to the individual ESP teachers.

When both language-teachers and subject-teachers cooperate in planning and designing the ENP materials, as suggested by Niazi (2012), the materials need to be tailor-made to meet the learners’ needs. That is, it is essential to first think about who these NSs could be and what their purposes are in order to develop their language-skills and study-skills for their special discipline. For example, attempts to develop courses by using teaching-methodologies in nursing-areas, such as problem-based learning approaches, have been made (Long et al., 2012). When the curriculum-designer begins to develop a course in medical English, they must

consider who the learners are, what their motivations are, and identify which perspective they wish their teachers to have (Shirvan, 2008). According to the general division of ESP, EMP can be taught to medical students for an academic purpose at university. On the other hand, ME is transmitted in work or pre-work situations, for example to practising doctors. It is, therefore, very important to differentiate between the various needs of these groups. Healthcare-students mainly “need to read textbooks and articles, write essays and short clinical reports whereas doctors need to be able to read specialist articles, prepare papers and presentations for conferences, and interact with colleagues and patients when they work in a foreign country” (Dudley-Evans & St. John, 1998, pp.48- 49).

The reality presented above represents both the positive and negative aspects of traditional ESP teaching. An optimistic view is that ESP-teachers should not feel inferior to field specialists or be dictated to by field specialists on how ESP-courses should be developed and run. If they are true experts in ESP, teachers should know the strengths and weaknesses of their students, and understand the principles of suitable course-design, teaching, and testing. Consequently, they can design courses that meet the students’ specific needs and maximise learning in a way that no field expert could. Unfortunately, the reality is that many ESP-teachers cannot claim to have such an expert status in their own field of English language teaching. For this reason, they perhaps have little option but to accept the views of field experts, who, at least, have a deep understanding of the target field, and often have acquired the target language to a better degree than the ESP teachers themselves.

The negative aspect for most ESP-teachers is that they are left with the difficult task of deciding “what to teach”. For instance, if an ESP-teacher has to design a new

course for NSs, he/she should decide on what aspects of nursing English should be covered. Many ESP-teachers adopt the simplest solution, that is, choose a published textbook on nursing English and follow this inflexibly in class. As Anthony (1998) argued, however, such an approach is not in line with the basic principles of ESP. Unless a teacher is extremely fortunate, no published textbook will exactly match the needs of the target students or the goals of a particular course. The ESP-teacher has the responsibility of identifying the learners' needs and developing materials that allow students to accomplish the course's goals. Anthony (2007) argued the difficult situation facing many ESP-teachers gives them a unique opportunity to develop a successful course by adopting what he calls the "teacher as student" approach to ESP course design for NSs.

3.13 Review of EMP/ENP needs analysis research

In this section, the researcher provides an overview of recent studies in NA conducted in different areas of the world. This summary involves of a review of recent studies conducted within the field of EMP/ENP.

3.13.1 EMP research around the world

Naruenatwatana (2001) aimed to explore the medical learners' needs in using English for their academic study at Rangsit University, Thailand. The NA was conducted among three-groups: 297 medical-students from first to sixth year of study, seven ELTs and ten subject-teachers. Three sets of questionnaires were used which were identical in details except in the first part that focused on the background-information of the subjects. The data were analysed quantitatively using SPSS and the results determined agreements among all the three-groups about the needs for

academic English and specific English courses tailored particularly for medical-students. All the main English language skills (listening, speaking, reading and writing) were greatly needed while reading skills were considered as the most important skill. Naruenatwatana found that the English courses provided to the medical-students were irrelevant to their academic English needs. Therefore, he called for more English courses specifically designed to the academic English needs of medical-students. Naruenatwatana's study was similar to the current study as it identified students' needs from the perspective of three-groups of participants and used three-sets of questionnaires for participants. Naruenatwatana's study was limited to one kind of quantitative method which was a questionnaire and might have benefitted additional approaches, such as interviews, to include greater depth and more different stakeholders such as policymakers and course-designers.

Moreover, Arani (2005) explored the needs for using MT by Iranian learners of medicine. He used the questionnaires as a tool for NA data-collection on 89 medical-students to identify their level of proficiency and the strategies applied by medical students in learning and using the medical terminology. Participants were second-year students of medicine from Kashan University of Medical-Sciences, Iran. The MT was a mandatory part of the EMP-course beside the language-skills and the stud-skills, so all students were required to study the EMP-course. The class met two hours per-week. Arani's findings indicated that medical-students generally showed their preferences for practising written and verbal repetition and bilingual-dictionary strategies. Moreover, they appeared to lack the ability for utilizing ways to learn new meanings in MT. The present study differs from Arani's study in that their requirement for MT was an optional course for one hour per-week and that the

current NC did not have an ESP-course. Again this was a questionnaire study and was limited to one group of health profession students and a single country.

Furthermore, Mazdayasna and Tahririan (2008) investigated the perceptions of first year undergraduate nursing and midwifery students about the foreign language needs of different participants: students, subject-specific instructors, and ELTs. The researchers employed mixed methods using interviews and questionnaires. At the beginning of the study, interviews were conducted with the students, ELTs and subject-specific teachers at three Iranian universities of medical-sciences. The interview data provided input to the design of a large-scale questionnaire, administered to a total of 681 undergraduate-students and 168 subject-specific instructors. Data analysis showed that the majority of the learners needed better mastery of English before they attended their ESP-courses since they wanted to use English to study their medical-subjects. Some students expressed their dissatisfaction with the teaching-methodology. Likewise, instructors were unsatisfied with students' English proficiency and the majority of the instructors also reported that students needed to develop reading skills and oral communication skills, and that they should be helped to increase their range of vocabulary to be able to read their specialised materials. The authors believed that the ESP course did not prepare the students to cope with their studies because it neglected students' learning needs. Based on what was revealed by Mazdayasna and Tahririan's study, the ESP-course for nursing and midwifery students was conducted without consultation or collaboration with the content-departments, and without considering students' learning needs, which should be the essential first step in curriculum-development for academic or specific academic purposes. The results of this study suggest that

the course's goals were unrealistic and inadequate to prepare the students to face the challenges and demands posed by their specialist departments.

In addition, Niazi's (2012) study investigated the educational and professional English language needs of medical learners in Pakistan. The study explored opinions about learning EMP because it did not exist in medical colleges in Pakistan. Niazi's study is similar to the current study in terms of the absence of ESP teaching and the aims of NA, but differs in terms of context, methods of data-collection and groups of participants. Niazi's research used questionnaires at three medical-colleges in Pakistan; she designed and administered four questionnaires for the four-groups of contributors: students of medicine, teachers of medicine, medical-trainees, and medical-administrators.

Data from closed-ended questionnaires were analysed quantitatively using SPSS. The results showed that English was necessary in both medical studies and professional settings. English was considered very significant for performing different activities in the medical arena. The findings also revealed that the amount of English language taught to the medical-students before joining their medical-college was not enough to address the educational and professional needs of medical-undergraduates. Therefore, an EMP course was recommended to meet the learners' needs. The study provided directions for designing course-contents that combine knowledge of all four language-skills with more concentration on productive-abilities (speaking and writing) as compared to receptive-abilities (reading and listening). Niazi's study also pointed to the need for a particular teaching-methodology and training of English language teachers in medical colleges. The general findings of the study showed the urgent need for the

implementation of an EMP-course in the medical-colleges of Pakistan.

In another study, Niazi (2014) explored the opinions about learning English at medical-colleges in Pakistan in order to recommend an EMP-course. The research was conducted in the two medical-colleges of Rawalpindi city using questionnaires. The sample for the study consisted of 203 medical-students, 95 teachers of medicine and 101 medical-trainees. Data were analysed quantitatively. The outcomes revealed that the amount of English taught before joining the medical-college was inadequate to meet the academic and professional medical needs of the medical-learners. Therefore, based on the identified needs, her study recommended urgently implementing the EMP-course for the medical-undergraduates in the medical-colleges of Pakistan.

3.13.2 EMP studies in Saudi Arabia

To the researcher's knowledge, few studies have been carried-out to assess undergraduate medical students' language needs in SA (e.g; Alharby, 2005; Javid, 2011; Ezza and Aljarallah, 2015). These studies indicated a growing interest among researchers in the field of medical and healthcare English language learning, teaching and course-design. Thus, the lack of literature in NA research in Saudi Arabia should motivate researchers to investigate the needs of Saudi students in regard to the use of English for nursing purposes. This gap in the literature, along with the need to introduce ENP in the nursing curriculum, prompted the researcher to carry out a NA to investigate the current English language needs of the nursing students, since no study to date has looked specifically at this issue.

Fadel and Elyas (2015) explored the need for ESP among the Foundation Year

students in the science-field in the ELI at KAU, in SA. The sample of the study consisted of eighty-five female students aged between eighteen and nineteen. They were all in the intermediate-level and spoke Arabic as their mother-tongue. GE was taught to the students at the FYP and many students could not see the practical use of GE when moving to the first year in their actual faculties of specialisation because it did not serve their learning-needs. The data were collected through a questionnaire investigating students' needs for ESP and their readiness for it. The results of their study indicated that ELI-students were willing to study ESP and had positive attitudes towards it. Fadel and Elyas suggested that ESP-courses in academic reading be integrated within GE classes to facilitate students' academic progress. They suggested integrating ESP as part of the English curricula in the ELI. However, as the study only tested a small sample of participants, mainly due to the restricted number of available students, further study would be needed to verify the generalizability of the findings.

In other research, Alharby (2005) investigated the English language communicative needs of health-professionals in a Saudi ESP context. The study used the framework of NA to investigate the extent of English use in the careers of medical professionals, the required level of the reading, writing, listening and speaking skills in different activities, and the perceptions of health professionals towards their English language preparation during their previous college study. A questionnaire was distributed to three different hospitals in the Riyadh area. The findings indicated that the English language was frequently used in the workplace and played an important role in the occupations of health specialists. The findings also showed that the receptive-skills (reading and listening) were perceived as more important than the productive-skills

(speaking and writing). Finally, the results revealed that the English language courses that health professionals studied at the college level were insufficient in relating the English language use to their medical needs. His sample consisted of healthcare professionals working in hospitals in one country and could be extended by including a broader sample to include teachers, students and demonstrators.

Likewise, Ezza and Aljarallah (2015) investigated subject-specific teachers' and students' views in the Saudi context. The participants comprised of five EAP-related groups: three EAP-teachers, four subject-specific teachers, the Dean of the college and 20 advanced level male students from the same college (ten students each). One instrument was used to collect data for this study which was an interview. The findings suggested that students needed to read and write for their academic study but to use Arabic to communicate with their teachers and administrators. They did not need speaking and listening skills for their study but needed them later for the workplace. Thus, Ezza and Aljarallah suggested developing the current EAP-course.

In addition, Javid's (2011) study was undertaken at the College of Medicine and Medical Sciences (CMMS), in Taif University, SA, to identify the EMP needs of the medical undergraduates. Multiple methods of data collection were used including exploratory interviews, observations and a questionnaire to find out their linguistic-needs and the data were triangulated to validate the findings. The results offered significant insights in selecting suitable course contents to teach EMP to freshmen medical undergraduates of CMMS. The study also reported that the students lacked the required level of English language proficiency and needed reading and speaking skills rather than writing. Javid recommended that EMP should be emphasised instead of EAP to prepare medical-learners for their medical-studies.

This section has reviewed studies mainly conducted in non-English speaking contexts, such as Thailand, Iran, Pakistan and Saudi Arabia. The focus of the reviewed studies has been on investigating the linguistic needs of medical students and the effectiveness of the existing ESP courses in medical institutes. Although conducted in different contexts, the findings of these studies seem to have similarities in terms of describing ESP courses, identifying the learning needs of the students and reporting the inadequacy of ESP materials to help learners to effectively develop their communicative competence.

The reviewed studies varied in scope and focus but generally adopted quantitative approaches to collect and analyze the data, typically a questionnaire in a single country setting, often involving a single health profession. Utilizing more than one method and seeking multiple perspectives within the same study may yield richer data that help in understanding the research phenomenon from various aspects. A number of scholars (e.g. Brown, 1995; Richards, 2001, Creswell, 2011) have recommended using multiple methods and sources of information when investigating learners' needs, to reduce the likelihood of identifying inappropriate needs. Acknowledging the contribution of the studies reviewed in this section, this study goes a step further and adopts a mixed-methods design by using multiple tools, such as interviews and questionnaire to develop an understanding of the ENP students' needs in the Saudi context.

In contrast to the above studies, the purpose of the current study was to identify both the target-needs and learning-needs of the NSs and this could be done by utilizing two different methods to collect data from three different sources among the stakeholders involved (see Chapter Four for more details). It was believed that the

involvement of mixed qualitative and quantitative methods would exploit the strengths and mitigate the weaknesses of each method, and that having different stakeholders would help to provide a clearer picture of the situation under investigation. The majority of NA studies had focused on learners' views rather than those of domain experts and the domain experts in this study were nursing teachers. The suggestion was that they could provide useful information about their NSs' learning needs, the activities they needed to perform, and the skills they needed to use within their academic and career domains in healthcare.

While a considerable number of research studies have been conducted into NA on many ENP courses in different parts of the world, very few NA studies have taken place in the Arab world such as SA thus, as Kandil (2008: 1) remarks, NA 'has not yet received sufficient attention from researchers and language teaching professionals in the Arab world [and] the Arab world is in need of extensive research [into] NA'. One of the purposes of the present study is to begin to fill this gap in the Arab world in general and in the Saudi NC context in particular. A justification for this is that there is not yet adequate awareness, either by institutions or by learners, of the importance of recognizing needs and conducting NA.

Chapter Four: Research Methodology

4.1 Introduction

This chapter presents the methodology of the study, starting with a brief description of the three main modes of enquiry: the positivist, the interpretive-constructivist, and the critical paradigm. This is followed by a discussion of the ontological, epistemological and methodological assumptions underlying this research. Then, data collection procedures are outlined including the design and administration of the methods and fieldwork procedures. Two types of data were collected for this research: quantitative and qualitative data. The design and administration of the instruments of data collection are explained. This is followed by a description of the data analysis procedures which included both quantitative and qualitative analyses. Finally, the ethical considerations guiding this research are highlighted.

4.2 Research paradigms in educational research

According to Denzin and Lincoln, a research paradigm is “the net that contains the researcher’s epistemological, ontological, and methodological premises” (2000: 19). The research paradigm is important in determining all components of the research procedure beginning from the main theoretical framework of the research to deciding its research instruments, participants, methods of data collection and analysis (Denzin and Lincoln, 2000). A paradigm is a worldview that guides the researcher’s actions and decisions. Guba (1990, p: 17, cited in Creswell, 2007:6), defines a paradigm as “a basic set of beliefs that guide action”. It is a group of assumptions and perceptual orientations shared by members of a research community that determine how the research communities perceive the phenomena, their particular

community studies and the research methods that should be used to study those phenomena. For researchers, the problem of the study, its research purposes, and the features of the data are significant to note before selecting a certain research paradigm. Research in educational and social sciences generally falls into one of the three core paradigms, namely, the positivist, the interpretive and the critical paradigm.

These three research stances have dominated the scene and become the most common in research. Each of these stances has its opponents who query its philosophical views, as explained by Al-Badwawi (2011:58-59) “[the three paradigms] have varying assumptions regarding: the nature of knowledge or reality (ontology), how this knowledge can be studied or acquired (epistemology), and the relationship between the knower (the participant) and the would-be knower (the researcher).”

This has resulted in paradigm conflicts that have existed throughout the field of educational research. For instance, Lincoln and Guba (1985) believed that paradigms are incommensurable. One cannot choose both the positivist and the naturalistic-constructivist paradigm; they argued that one must choose sides and embrace only one paradigmatic perspective (Saumure and Given, 2008). It is therefore a requirement that researchers state their ontological assumption at the outset, which in turn will guide the methodology they employ. However, the incommensurability of paradigms has faced criticism from Lewis and Grimes (1999) who argued that theory can be built and developed from multiple paradigms using multiple theoretical perspectives.

However, Tashakkori and Teddlie (1998: 21) claim that this is an unproductive debate. Hence, another alternative approach is the pragmatist paradigm which means employing whatever philosophical or methodological approach works best for a particular research problem. This leads to the use of “mixed methods” of study where both quantitative and qualitative approaches are implemented under one integrated paradigm.

4.3 Paradigm of this study

By identifying the research aim and research questions, and reviewing the relevant literature, the researcher can decide which research paradigm is most suitable. This decision would help in choosing the methods of data collection, the procedures for analyzing and interpreting the collected data and procedures for selecting research participants, because each paradigm has its own ways of carrying out these processes (Cohen et al., 2007; Creswell, 2007).

The current research is exploratory in nature and is located within the interpretive paradigm of educational research. It assumes that “the social world can only be understood from the standpoint of the individuals who are part of the ongoing action being investigated” (Cohen et al., 2007: 19). Therefore, to understand the students’ ENP needs, it was necessary to obtain perceptions of English language teachers, nursing teachers and nursing students. The interpretive lens helped the researcher to understand the participants’ subjective views that were closely linked to their context, and to have a holistic view of the research phenomenon with a flexible approach (Creswell, 2006).

Moreover, the interpretivist stance assisted the researcher's pursuit to understand the "subjective world of" the participants in the form of their needs in this study (Cohen, et al., 2007: 21). In the key stage of data collection, the researcher gathered "language data" through interviews, that were interpreted and analysed inductively using an interpretive lens (Polkinghorne, 2005: 138). It was assumed that the participants were capable of providing valuable information about the nursing students' ENP needs. Discussing issues with them led to the construction of realities between the researcher and the participants. Consequently, the participants' behaviour was foregrounded, their views and meanings of the research phenomenon were analysed and interpreted inductively, and knowledge was constructed in their social and cultural context (Creswell, 2006).

The implication for the current study is that needs have a subjective reality that are arrived at by discussion and interpretation (Richards, 2001). Richards (2001: 54) observes "what is established as a need depends on judgment and reflects the values and interests of those making such a judgment". Hyland (2006) confirms that needs are identified differently by distinctive participants such as teachers, students and administrators.

As this study had interpretivist ontological assumptions, the objectives were to understand a particular context and a socially constructed reality (Willis, 2007). Hence, the data collection tools (semi-structured interviews and questionnaire) and the interpretation of the data became crucial to achieve these objectives, which this study accomplished by adopting an exploratory sequential design of mixed-methods and relying mainly on a qualitative tool (semi-structured interviews) to understand the participants' subjective interpretations of ENP needs (Creswell, 2007). In this

exploratory sequential design of mixed-methods, qualitative data is first collected by semi-structured interview to understand the participants' subjective interpretations of ENP needs and analysed, and themes are used to drive the development of a quantitative instrument (questionnaire) to further explore the research problem (Creswell and Plano Clark 2011).

The epistemological assumptions of a paradigm concern the researcher's view of the nature of knowledge. Thus, if the researcher views knowledge as being subjective, personal and unique, s/he needs to be involved with the participants to enter into their particular feelings, perspectives, interpretations and meanings regarding the phenomenon in research questions (Cohen et al., 2007). The epistemological stance of this study is consistent with social constructivism as the participants and the researcher were "interactively linked" (Creswell 2006: 91) who actively co-constructed knowledge during the interviews (Creswell, 2007; Hermans, 2001), which was the major part of the data collection process. It is believed that a qualitatively driven mixed-methods design has the potential to give participants a space to express their ideas, beliefs and thoughts in given situations. Thus, as a result of close interaction between the participants and the researcher, the socially constructed phenomenon of ENP needs of nurses in the Saudi context was explored to achieve the research objectives.

The naturalistic approach was adopted as a mode of inquiry for this research because it sought to explore and describe human behaviour with regard to the reasons individuals have for acting in particular ways. Furthermore, the study desired to find the motives that underlie certain actions. Since this research aimed at developing an understanding of the ESP needs of the Saudi nursing students, it had

no prior assumptions and the later phase of the analysis was based upon the information that emerged inductively from the earlier phase. As suggested by Cohen et al. (2007), issues related to human behaviour in educational contexts lead to an inductive-naturalistic research method; therefore, the enquiry was performed within the respondents' natural environment.

In inductive-naturalistic research, the focus is on understanding the social world through an investigation of the interpretation of that world by its participants (Bryman, 2004). Moreover, the social world can only be understood from the standpoint of the individuals who are part of the continuous action being studied. Thus, the aim of the researchers is to understand social reality as different individuals see it and to show how their views form the actions which they take within that reality (Cohen et al., 2007).

In this study, the interpretive approach was adopted to understand the context within which the participants acted and the process by which actions took place (Maxwell, 1996). Thus, the interpretive mode of inquiry was appropriate for this study since it explored different realities. These realities were socially constructed. It was assumed that participants were capable of providing valuable information about the nursing students' ESP needs. Discussing issues with them led to the construction of realities between the researcher and the students.

The interpretive mode of inquiry has the potential to give the participants a space to express their ideas, beliefs and thought processes in certain situations. It also gives them the opportunity to explain what they believe in, aspire to, and seek to achieve. Moreover, it gives them the chance to clarify their actions and the reasons for them.

This is quite consistent with the constructivist philosophy in which learners are perceived as constructors of their own knowledge through active participation in the learning process.

Researchers working within the interpretive paradigm tend to apply methods, such as interviews, which help them to understand these multiple interpretations of knowledge (Creswell, 2007). In the current study, interviews allowed students to express their needs through building new experiences and knowledge. This involved the subjectivity of the researcher throughout the processes of the study. Thus, in designing this research-study, I chose the reasonable view that “decisions regarding the use of qualitative or quantitative methods (or both) depend upon the research question as it is currently posed and the phase of the research cycle that is ongoing” (Tashakkori and Teddlie, 1998: 22). The researcher’s role in this paradigm is to reveal the “insider view” of the participants (Mason, 2002: 56), while the research participant’s role is to assist the researcher form the subjective reality.

Moreover, the interpretive approach was adopted as the main research paradigm for the current study because, as Mason (2002) affirmed, in interpretive research a researcher can gain information about participants’ perspectives and their understandings of different issues that influenced them in their context. It is clear that the interpretive view matches the aim of this study in exploring the perceptions of the three groups regarding NSs’ ENP needs within the context of a Saudi Arabian NC. A number of researchers, such as Creswell (2007) and Cohen et al. (2007), have confirmed that the interpretive research paradigm is more relevant to the qualitative research approach.

4.4 Research Design

4.4.1 Methodology

This study used a case study methodology based on Creswell's (2013:73) view that it is:

as a methodology: a type of design in qualitative research that may be an object of study, as well as a product of the inquiry. Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth collection involving multiple sources of information (e.g., observations, interviews...).

The case study methodology suits the nature of this research, as the researcher explores an issue of ENP needs in the specific context of Saudi Arabia. It offers a systematic way to collect data, analyse information, and report the findings, in order to understand a particular problem or situation in great depth. Hence, the choice of an exploratory sequential design of mixed methods facilitate the researcher to address the research problem and explore it from multiple sources in a systematic way.

4.4.2 Mixed methods

According to Mouton (1996, p. 175) the research design serves to "plan, structure and execute" the research to enhance the "validity of the findings". Similarly, Yin (2003; 19) states that "colloquially a research design is an action plan for getting from *here* to *there*, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers" (p. 19). This case study adopts a mixed methods research design that resembles what Creswell and Plano

Clark (2008) describe as an Exploratory Sequential Mixed Methods Design. According to Creswell and Plano Clark (2008:5):

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

The philosophical assumptions of this study are based on interpretivism and social constructivism as discussed above. Walsham (1995) believes that in interpretivism there are no 'correct' or 'incorrect' theories. In addition, interpretivists are mainly anti-foundationalists who do not take a single route or a specific method to acquire knowledge about a research phenomenon (Willis, 1995). Based on what Walsham and Willis state, I chose a mixed-methods research design to bring more diversity, richness and variety to the data by not sticking to one specific method. I believe that knowledge and meanings are the outcome of interpretations and that subjective knowledge can add to the value of results, therefore, I chose qualitative interviews as the dominant data collection tool. Nevertheless, the use of a questionnaire was to take advantage of the differences between qualitative and quantitative methods and combine them for this case study to yield more interesting interpretations as well as factual information about the research phenomenon (Bryman and Burgess, 1999).

This case study adopted an exploratory sequential design based on the classification

of mixed-methods design by Creswell et al. (2003) by utilising interviews as the primary source of data collection. The use of a questionnaire to gather quantitative data in this case study was consistent with the sequential exploratory design, in which the quantitative component assists in the interpretation of qualitative findings (Creswell et al., 2003).

4.4.3 Triangulation

Triangulation in this study is conducted by using qualitative and quantitative methods sequentially to address the same research problem (Creswell and Plano Clark, 2008), in order to enhance the reliability and validity of results, as well as to get a more complete picture of the topic under study that allows the researchers to be more confident of their results. So, a mixed methods design with the purpose of triangulation is based on the idea that the weakness in each single method will be balanced by the strengths of another. Furthermore, beside triangulation's role in addressing the same phenomenon or problem from multiple methods, it also seeks to "enrich our understanding by allowing for new or deeper dimensions to emerge" (Creswell and Plano Clark, 2008:109).

Sequential triangulation is used if the results of one method are essential for planning the next method. For example, the qualitative method is completed before the quantitative method is implemented. The sequential triangulation of this study, according to the research problem and research questions, was primarily qualitative (Qual → quan) with an inductive project that explored the issue qualitatively and then complemented it by a quantitative method. When qualitative data collection comes before quantitative data collection in a single study in which the data are collected sequentially, the intent is to first explore the problem under study and then follow up

on this exploration with quantitative data that are amenable to studying with a larger sample so that results might be inferred to a population.

4.4.4 Exploratory Design.

Creswell and Plano Clark (2008) explain that when a need is initially to explore qualitatively, a researcher might apply an exploratory design. Such design is beneficial when “measures or instruments are not available, the variables are unknown, or there is no guiding framework or theory” (p. 75). Since the intent of the exploratory design is that the qualitative results help develop the quantitative method, data collection is made in two phases. First, the phenomenon is explored qualitatively and, from its analysis, the researcher forms quantitative inquiries. Creswell and Plano Clark (2008) explain:

This design is particularly useful when a researcher needs to develop and test an instrument because one is not available or identify important variables to study quantitatively when the variables are unknown. It is also appropriate when a researcher wants to generalize results to different groups, to test aspects of an emergent theory or classification or to explore a phenomenon in depth and then measure its prevalence. (p. 75).

In a sequential exploratory design, primarily based on qualitative research, the paradigm stated would be interpretive. The focus of sequential exploratory design is to explore a phenomenon and it is conducted in two phases, with the priority generally given to the first phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis. Then, the findings of these two phases are integrated during the interpretation phase.

For Creswell and Plano Clark (2008), the priority can be given to one form over the

other, or both forms of data can be weighted so that they play an equally important role in the study. According to Creswell and Plano Clark (2008), “The weighting is thus influenced by the goals, the research question(s), and the use of procedures from research traditions such as quantitative experimental designs or qualitative case study designs” (p. 82). The researcher initially collects qualitative data to inform the development of the questionnaire. The use of qualitative methods to inform the construction of a questionnaire could be, in itself, an exploratory sequential mixed methods study. Other factors that influence weighting decisions include (a) the researcher’s familiarity with one method over the other, (b) resources, and (c) the intended audience (Creswell, 2007). This study is weighted toward the qualitative data over the quantitative one, since the research questions were of a more qualitative nature and had to do with the three groups’ perceptions.

Richards (2001: 297) advocates mixed methods research design in exploring ESP courses, arguing that “both quantitative and qualitative approaches to collecting information are needed because they serve different purposes and can be used to complement each other”. Given the complex reality of language needs, the objective knowledge and conclusions about the language course and the limitations associated with any research method, it was thought that applying mixed methods would strengthen the study design. Accordingly, it was believed that the nature of the current study called for the application of both quantitative and qualitative methods, given that the adoption of such methodological triangulation in NA studies has been strongly recommended by a number of researchers (e.g. West, 1994; Brown, 1995; Richards, 2001; Long, 2005; Kim, 2006). Triangulation refers to the process of ‘using more than one methodology to address the same question to

establish the validity and reliability of the data about language needs. The present study utilized triangulation by using the sequential exploratory design that starts with semi-structured interviews (qualitative-method) and then a questionnaire (quantitative-method) in order to improve the reliability and validity of its findings.

Therefore, the research design had both qualitative and quantitative components. The goal of the former was to explore the needs of the NSs for having an ENP-course in their nursing curriculum from the perspective of the three-groups of participants, through individual semi-structured interviews with 15 participants. Moreover, interviews were used to collect data in order to answer the research questions to support in designing and formulating the questionnaire. The goal of the quantitative component was to examine these needs and obtain an overall picture of them, in order to maximize the reliability and vividness of the whole picture, thus aiding diagnosis and treatment, through a questionnaire administered to 128 participants. Because interviews are often helpful in recognizing which topics, issues and questions should be asked or focused on in questionnaires (Richards, 2001), one of the essential reasons for using interviews in this study was to collect information on the needs for ENP-course for the NSs, in order to help formulate and design the questionnaires. In other words, interviews were used to help the researcher to formulate items to be included, to work-out what questions to ask and to understand the key issues. The premise was that the researcher risked being limited by her preconceptions or overlooking some types of target needs or learning needs that were unlikely to be discovered or classified unless she asked those involved. Interviews are a common NA tool (Hutchinson and Waters, 1987; Dudley-Evans and St John Richards, 2001; Hyland, 2006; Basturkmen, 2010). According to

Long (2005: 37), the 'use of interviews is widely reported in NAs in ESP'.

4.4.5 Qualitative approach

For the current study, exploring the perceptions of the three-groups of participants could be gained through the use of a qualitative methods that allowed them to express their views freely. Cohen et al. (2007) use the phrase 'fitness for purpose' to indicate the appropriateness of the research-design to the kind of information that needs to be gathered to answer the research questions. Furthermore, Denzin and Lincoln (2000) clarified the appropriateness of the qualitative approach for this type of study, in this case exploring NSs' ENP needs, and argued that:

Qualitative researchers stress the socially constructed nature of reality, the intimate relation between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasise the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning. (p. 10)

For the purpose of collecting data to explore the NSs' ENP needs, the data-collection of the study was conducted using two types of instruments: questionnaires and interviews. Different methods of data-collection were selected to assist in obtaining a clear picture and answering the research questions of the study.

4.4.5.1 Characteristics of qualitative research

Qualitative research occurs in an authentic situation as this approach focuses on "things in their natural settings, attempting to make sense, or interpret phenomena in terms of the meanings people bring to them" (Denzin and Lincoln, 1998: 3). The current study took place in a NC in a Saudi Arabian university where the NSs' ENP needs were explored in their real context. The present study involved the researcher

as the major tool for data-collection during the semi-structured interviews. After data-collection and transcribing the semi-structured interviews the researcher of this study reviewed the transcriptions and devised codes for different themes and sub-themes of the data. These codes stood for the themes emerging from the data that were then used in the discussion of the results.

The researcher of the present study used semi-structured interviews to investigate participants' perceptions and understand their views. In this regard, Cohen et al. stated that "qualitative research aims to understand the subjective world of the human experience" (2007: 21). In the same way, Patton (2002) believes that participants' views are expressive, understandable and clear through their spoken interaction. This research involved probing participants' perceptions about the NSs' ENP needs to capture their subjective meanings of the present issue.

Another point is that a careful qualitative research-design can be revised for unexpected situations. Thus, Al-Badwawi (2011) argued that:

The emergent design is an important feature of this type of research because the design is very likely to evolve during the actual study to correspond with the change of the research dynamics and as the researcher gains more practical knowledge in carrying out fieldwork. (2011:62)

Through the data-collection process, the focus of this study changed twice. Initially, the researcher intended to explore the NSs' ENP needs from the perspectives of FYP students, NSs, NTs and ELTs. After the piloting stage, the study design was updated to exclude the FYP students from the study because they reported during the pilot-study that they had not yet specialised in nursing so the researcher felt they could not add relevant data to the study.

Furthermore, qualitative researchers can make use of a theory to guide the way they address the issues of their research. In this study, for example, the Needs Analysis approach of Hutchinson and Waters (1987) was used as the theoretical framework to investigate the nursing students' ENP needs in the NC.

4.4.5.2 Limitations of qualitative approaches

One of the most common limitations of the qualitative approach is the subjectivity of the data collected (Flowerdew, 2002). According to Flowerdew, there are two sources of subjectivity in qualitative research. First, it is focused on gaining participants' views. Second, the researcher is the major tool for collecting the data and that makes the data vulnerable to the researcher's bias.

Hence, triangulation is one approach to increase the trustworthiness of qualitative-research findings (Flowerdew, 2002). For Creswell (2007), triangulation helps the qualitative investigator to approve the results by considering the strengths of one method of the gathered data to balance the limitations of the other(s). Based on Patton's (2002) classification of triangulation's levels, in the current study triangulation occurred at two-levels: the data-sources and the data-methods. The data-sources were gained from NSs, ELTs, and NTs and the data-methods involved semi-structured interviews and questionnaires.

4.4.6 Quantitative Research

Quantitative research involves "data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods" (Dornyei, 2007: 24). These procedures are developed to increase the likelihood that the data collected will be unbiased, reliable and relevant to the research questions (Davies,

2007). This indicates that quantitative research seeks to answer questions in an objective way.

4.4.6.1 Characteristic of Quantitative Research

Dornyei (2007: 34) lists some of the characteristic of quantitative research, which tends to be “systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts”. For Dornyei (2007), the aim of quantitative research is to make generalizations and uncover proof from the specific sample studied to the population at large. This indicates that generalizability is a significant factor which researchers often believe to form one of the essential purposes of their research. Unlike qualitative researchers, who emphasise the ‘meaning in the particular’, quantitative researchers follow a ‘meaning in the general’ approach (Dornyei, 2007: 27).

A typical strategy of inquiry associated with quantitative research is the survey (Cohen et al., 2007; Creswell, 2007; Dornyei, 2007). “Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (Creswell, 2009: 12). While survey data can be gathered by other methods, such as structured interviews, the main method of data collection in surveys is the questionnaire (Dornyei, 2007). The current study made use of questionnaires to collect quantitative data.

4.4.6.2 Limitations of Quantitative Research

In the context of social studies, quantitative research has been criticized as “overly simplistic, decontextualised, reductionist in terms of its generalisations, and failing to capture the meanings that actors attach to their lives and circumstances”

(Brannen, 2005: 7). However, even if such limitations apply, this does not essentially mean the complete abandonment of quantitative research. Rather, such problems can and should be overcome by strengthening and completing it with a qualitative method.

4.5 Site and participants' selection

Sampling has been described by Mason (2002: 120) as “principles and procedures used to identify, choose, and gain access to relevant data sources from which you will generate data using your chosen methods”. Mason (2002) sees that sampling procedure and selecting the participants would significantly affect the trustworthiness of the research results. For the participants of this study, the researcher adopted a “purposeful-sampling” strategy (Robson, 2002: 265). Purposeful sampling selects participants in accordance with the purpose of the study so, in this study, the participants chosen would be able to provide appropriate information to answer the research questions.

Moreover, Creswell (2007: 75) identified an important characteristic of sampling in qualitative research is “to select cases that show different perspectives on the problem, process or event”. This was considered in the study-design and the selection of the three groups of participants to capture different perspectives on the research focus from those mainly interested in the issue under exploration.

Issues associating with the size of the sample have been widely discussed in the literature on methodology. For example, Mason (2002) stated that the perfect sample-size would be large enough to present appropriate information to answer the research questions and at the same time not be so large as to hamper the analysis

of the data.

Moreover, Creswell (2007: 76) argued “the more cases and individual studies, the less the depth in any single case”. The participants in this study were five NSs, five ELTs, and five NTs. The following sections provide information on the research site and the participants.

4.5.1 Research Site

The current study was conducted in KAU in Jeddah, SA, which is the biggest public university in Jeddah and a suitable research site. The reasons for choosing this college were practical: familiarity with the present context and ease of access to the needed information. I have worked as a lecturer in the ELI at KAU for eight years and have good relationships with the Dean of ELI and the head of the English unit; this helped me gain access to the needed participants for the research. In deciding the research site, Burgess (1984) argued:

The representativeness of the site is not a big deal, what really matters is choosing a site with the optimal conditions for success of the study, such as the willingness of individuals to cooperate, the convenience of access to participants, and the logistics needed to carry out the research, and preferably where some contacts already exist. (p.59)

During the data-collection, which lasted for three months from 17th September to 17th December 2016, the ELI provided me with a private office and a computer, which made an appropriate location for conducting the interviews.

4.5.2 Students

The students of the current study had studied English as an academic-subject at school from grade six for a total of seven years. The study was conducted during the first term of the academic year 2016-2017. Students were in the first year of their nursing discipline, but based on the academic system at KAU, they were in the second-year because they had finished the FYP and the intensive language preparation programme.

Another reason for choosing the NSs was that English language skills play a crucial role in students' nursing courses. For the NSs, possessing appropriate English language skills is important to fulfil their academic requirements in the NC.

4.5.3 Teachers

The teachers' sample was composed of two-groups of teachers: ELTs who teach GE in the FYP and the NTs who teach different nursing-subjects in the NC. Triangulating the views of both the EFL teachers and the nursing teachers provided useful insights into students' needs in the NC. The majority of ELTs were non-native speakers of English with teaching experience ranging from two years to twenty years. Arabic was the mother-tongue of the nursing teachers and they were from different Arab countries. The NTs represented a spectrum of ages and educational backgrounds and had broad teaching experience ranging from five to thirty years.

4.6 Methods of data-collection

The main method of data-collection applied in this study was the semi-structured interview with three-groups of participants based on "the context of production and reception of the text and not just on the text itself" (Flowerdew, 2002: 237). Moreover,

Flowerdew stressed the significance of “studying language within the context of its production and reception” (2002: 235). In the next sections, a detailed discussion of the data-collection methods is presented.

4.6.1 Interviews

According to Robson (2002), “interviews are conversations with a purpose which involve a researcher asking questions and getting answers from the participants of the study” (p. 269). For Kvale (1996), the interview aims to “understand the world from the subjects' points of view, to unfold the meaning of people’s experiences, to uncover their lived world prior to scientific explanations” (p. 1). Furthermore, Punch (1998) notes: “there are several types of interviews varying across the dimensions of degree of structure in the interview, how deep the interview tries to go, and the degree to which the interview is standardised across different respondents and situations” (p. 175).

For Cohen et al. (2007), there are three categories of interviews: fully-structured, semi-structured and unstructured. The present study employed semi-structured interviews, described by Cohen et al. (2007) as prearranged questions in which the order of these questions can be changed based on the interviewer's insight.

There are numerous advantages for using interviews as means of data-collection. As explained by Creswell (2007), the investigator can apply the interviews to understand facts about the interviewees that cannot be seen directly, such as thoughts and feelings. The interview allows the participants to clarify their own views on the points that are related to the research, consequently the participants can give valuable meanings and information into the ways in which they conceptualize their

reality. Moreover, interviews are a versatile technique for gathering information because the interviewer has the chance to adjust their way of questioning to elicit significant answers from the interviewees, or to investigate any unexpected ideas that crop-up (Creswell, 2007).

On the other hand, Cohen et al. (2007) indicated that one of the main difficulties with the qualitative interview is that it is time-consuming through all its four phases: preparation, real interviewing, transcription, and analysis of findings. Furthermore, numerous elements could have an impact on the reliability of the data obtained during interviews, such as the interviewer's bias and the respondent's untruthfulness in answering the questions (Cohen et al., 2007).

4.6.2 Questionnaire

In this study, the questionnaire was used as a method to collect quantifiable data. The aim of the questionnaire was to discover the nursing students' ENP needs. It also investigated their thoughts and common sources of difficulty that had been highlighted in previous studies. Questionnaires can provide a wealth of data which is easily collected and comparable within subjects. Thus, the questionnaire could give an overall picture in terms of the ENP needs of the NSs at the NC. Seliger and Shohamy (1989) explained that questionnaires are very useful for collecting data, especially from large groups of participants.

Being aware of the constraints of the questionnaire, many researchers now try to combine it with qualitative methods such as interviews and think aloud reports. In this study, the questionnaire was combined with interviews to avoid possible shortcomings in the data. Despite certain minor issues with the questionnaire, by

carefully designing items and using the interview, the data provided reliable and valid results.

4.7 Piloting Stage

4.7.1 Importance of the piloting stage

A pilot-study is a small-scale study that helps in the main study. For Kim (2011), piloting is an essential step of the research-design phase. Moreover, he explains that the importance of the piloting-stage comes out from the fact that it could be utilized to check the data-collection tools, recognize weaknesses in a research-design, identify any uncertainties in the interview procedures or schedules and make the researcher aware of the information-gathering experience before the real stage of collecting the data (Kim, 2011).

4.7.2 Questionnaire piloting

This study was piloted in July 2016 to test the tools to be used for the main study and identify any potential issues that would affect the data collection procedure. Furthermore, the piloting-phase was useful for modifying the research questions and the items of the questionnaires. For example, Van Teijlingen et al. (2001) emphasised the importance of piloting questionnaires both for novice researchers and experienced ones. A questionnaire may need to be modified in some way to guarantee that respondents meet the research objectives, following the piloting-stage. The more realistic the piloting is, the more the researcher can know about all the factors and features of the investigative procedure chosen.

Fifteen students were asked to participate in piloting the questionnaire. The questionnaire was written in English and translated into Arabic to ensure the clarity

of the statements. Participants were asked the following questions at the end of the questionnaire: (a) Were the instructions clear and easy to follow? (b) Were the items clear? If not which questions were unclear? (c) Were you able to answer all the questions? If the answer was “no”, why not? (d) What did you think about the format and the style?

All explanations and instructions were written in Arabic to avoid possible misunderstandings. It took between ten to twenty minutes for the students to complete the questionnaire. By piloting the questionnaire, it was possible to identify problems in its layout and structure which might have affected the findings of the study. Moreover, the returned questionnaires from the pilot study helped in revising the wording of the questions by adding or deleting words based on the participants' answers. It also revealed any questions that students were likely to ignore or leave blank, since the lack of comments would certainly pose difficulties in understanding their behaviour and the problems they had.

4.8 Main data-collection stage

The main data-collection took place during the first semester of the academic year from September to December 2016. I first conducted the interviews, then analysed them, then piloted the questionnaire. After that, I sent the final version of the questionnaires to the participants.

4.8.1 Interviews

A total of fifteen individual face-to-face interviews were conducted with three groups of interviewees: five nursing teachers, five EFL teachers and five nursing students (see Table1 for more details about the participants). The interviews were conducted

with the three groups of interviewees from the beginning until the end of the first semester of the academic-year (2016-2017); they lasted for three months. Because the research questions aimed to explore several aspects of the nursing students' ENP needs, I decided to interview them in their first-language (Arabic), since I knew that the NSs' English proficiency was inadequate for interviewing in English where they would not be able to express their ideas and views easily.

Table 4.1:Description of participants

Participants	Number	Age (years)	Years of learning English before joining the nursing college	Years of teaching	Nationality	Gender	Qualifications
Nursing students	5	Range from 18-19	7		Saudi	Female	1 st year in nursing
Nursing teachers	5	Range from 30-45		From 8 to 22 years	2 Saudis 3 Egyptians	Female	PhD
English language teachers	5	From 25 to 49		From 2 to 15 years	1 Saudi 2 Pakistanis 1 Australian 1 Algerian	Female	Bachelor and master

However, organising meetings for the interviews with the participants was harder than I had anticipated. For example, the NSs had a busy timetable of eight nursing-subjects and all had the same timetable because they were in one large classroom. This was an appropriate reason to arrange a meeting with them during the MT course (a supplementary subject that is not required formally from them). Moreover, ELTs and NTs had overloaded schedules, especially the NTs since they had to work in

the NC and complete clinical training at the hospital. This made arranging the interviews with them very complicated.

Based on Creswell's (2007) steps to conduct qualitative-interviews, this researcher started her interviews by reminding all the three-groups of interviewees about the aim of the current research and their agreement that their interviews be recorded. They were also told that they had the right not to answer any question and that they were able to withdraw from the interview at any time. Furthermore, they were provided with guarantees to protect their answers' confidentiality, which were to be used only for the aims of this doctorate research.

Furthermore, all interviews were recorded using a digital voice-recorder and then uploaded onto my computer and finally transcribed. All the audio-recordings were kept in my computer and one external hard-drive in case of any unexpected technical trouble.

4.8.1.1 Interview Guide

The semi-structured interviews were chosen for their flexibility to start with planned questions and follows a relatively conversational style (Kim, 2006). As it is a commonly employed tool in NAs in ESP (Long, 2005), it was used to collect information about the participants' perceptions, views, needs and attitudes regarding the ENP-course. The interviewer follows a guide or schedule, which involves identifying in advance a key list of questions, topics and sub-topics to help maintain a systematic coverage of the topic and guide the interview (Dornyei, 2007). The interview schedule can help the interviewer in five main ways: (a) by ensuring that the topic is covered and nothing important is forgotten; (b) by providing a template

for the opening statement; (c) by offering suitable wording of questions; (d) by listing some probe questions to follow if needed; and (e) by offering a list of comments (Dornyei, 2007: 137). The current study made use of the interview schedule to serve as a guide to the researcher and to enable the participants to provide insightful answers

While designing the interview schedules, I tried to group the questions under the relevant topics and organize these topics to produce a natural developing line of investigation (Richards, 2009). In constructing the interview guide, I followed some important guidelines for wording the questions as suggested by a number of scholars (Cohen et al., 2007; Dornyei, 2007). The interview guide (see Appendix 10) was divided in to four major sections which were developed in the light of the main research questions of the study. The key themes of the semi-structured interviews were derived from the literature and my personal observations of the ENP practices in the Saudi context.

The first part of the interview schedule included questions related to the learners' existing knowledge of English language, their previous experience in the English language institute (ELI) where they completed a mandatory one-year foundation program and how it impacted their communicative competence. This section also considered questions and probes related to the learners' learning styles, preferences, attitudes, motivations and factors that might have influenced their English learning experiences. In the second part of the interview schedule, I included the most important questions related to the reasons for learning ENP in the nursing college. Then, the third section aimed at eliciting participants' views on the most important language skills for nursing students for their current study and future

career as nurses. Finally, the two groups of teachers and nursing students were asked to share their opinions about introducing ENP course in terms of its appropriateness for the nursing students that would improve the teaching and learning outcomes. These themes aimed at achieving the research objectives and answering the research questions of the study.

4.8.2 Questionnaires

4.8.2.1 Design of the questionnaire

The construction of the questionnaire items was carried out by reviewing the relevant literature. Therefore, the questionnaire was exclusively based on the careful examination of previous studies (e.g. Niazi, 2012, 2014). Previous studies acted as a springboard for obtaining a clear idea of how to design the questionnaire. In the current study, the main aim of employing the questionnaire (Appendices 5, 6 and 7) was to explore the Saudi students' preferences, needs, and lacks.

4.8.2.2 Content of the Final Questionnaire

The present study used a closed-ended questionnaire because it served the aims of this case study. The questions used in the questionnaires of the students', nursing teachers' and English language teachers' versions consisted of 13 closed-ended questions that involved 80-items were of two types: four checklist questions about background information and nine Likert-scale questions (see Appendixes 5,6 & 7). All questions were identical for the three groups in order to facilitate the comparison of responses. The closed-ended questions sought to elicit the respondents' reasons for studying ENP (4 items), students' readiness for ENP learning (5 items), potential problems of ENP implementation (12 items), factors determining success of ENP

course (9 items), specificity of pedagogy in ENP content (12 items), and their attitudes towards the ENP material (6 items), teaching methods (11 items), tasks (12 items) and attitudes towards ENP assessment (5 items). The questionnaire items were derived from the literature and aimed answering the key research questions.

4.8.2.3 Translation of the questionnaire

After agreement was obtained from the supervisor on the final draft of the questionnaire, an Arabic version was made. Similar to the pilot-questionnaire, the final questionnaire, its explanation and instructions, were translated into Arabic. In order to make the Arabic-version of the questionnaire very clear, it was checked by a lecturer of translation in the Department of Foreign Languages at the ELI. Translating the questionnaire into the participants' native language (Arabic) proved to be useful for the following reasons. First, all the NSs speak the same mother-tongue and are non-native English speakers. Second, asking students to complete a questionnaire in their native language made it easier to complete and required a shorter time for the respondents to fill. Third, the translation of the questionnaire reduced the ambiguity of some items, with which some students might not have been familiar.

4.8.2.4 Distribution of the questionnaire

Two teachers (one NT and one ELT) cooperated with me and took responsibility for distributing the questionnaires in two different places: the NC and the ELI. They distributed the questionnaires among three-groups of participants which included 150 ELTs in the ELI, 150 NSs and 150 NTs in the NC. The students were assured that there were no right or wrong answers, that the instrument was solely for the purpose of research and that their responses would in no way affect their results, be marked or be used to grade them. The teachers encouraged the students to partake seriously and truthfully and made clear that the identity of each respondent would remain strictly confidential; this encouraged the students' honest participation. Students were also informed that their participation was voluntary and that they could withdraw from the research at any time.

4.9 Data analysis stage

4.9.1 Interview data analysis

For Marshall and Rossman, "data analysis is a process that involves putting together, structuring, and interpreting the collected data" (1999: 150). Moreover, Creswell (2007) explained:

Qualitative data analysis consists of preparing and organising the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing codes, and finally representing the data in figures, tables, or a discussion. (p. 148)

At this stage of the research, the researcher attempted to identify emergent themes within the data (Appendix 9) and interpret them in line with the research questions.

For Al-Badwawi (2011), data analysis of the qualitative interview is “a non-linear process since it involves the researcher going back and forth between the original data and the coding process to establish new codes, and test existing ones against the original data” (p. 83).

4.9.2 Coding

After all the data were collected, I started to translate and transcribe the data of the three groups of participants (Appendix 8). The process of translating the nursing students' interviews from Arabic into English faced certain theoretical as well as practical difficulties. In terms of theory, I needed to decide whether to use word by word or free translation as Honig (1997:17, cited in Birbili, 2000) stated: “a literal translation (word-by-word) could perhaps be seen as doing more justice to what participants have said and make one's readers understand the foreign mentality better”. On the other hand, Birbili (2000) warned that the word-by-word translation can obstruct comprehension and decrease the text's readability. For the present study, I used free-translation to convey the NSs' views clearly. The English transcriptions of the interviews were read again and made more intelligible for the purpose of analysis. This process of transcribing and organizing the interview transcripts helped me develop familiarity with the data, which also facilitated the analysis process.

I adopted a thematic analysis approach to inductively analyse the interview data. Braun and Clarke (2006: 79) described thematic analysis as “a method for identifying, analysing, and reporting patterns (themes) within the data”. It provides a flexible and useful research tool, which can potentially provide a rich and detailed analysis of the data. For thematic analysis, I followed Saldaña's (2015) model of

qualitative analysis, which involved five stages.

In the first stage, I developed familiarity with the data by reading and organising the transcribed data. This was followed by the second stage of initial coding, which involved labelling every meaningful word, phrase or a sentence as a code. For Merriam (2009: 178) coding is the process of “making notations next to bits of data that strike you as particularly relevant for answering your research questions”. According to Saldaña (2015: 3), “A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”. Similarly, Denscombe (2007: 99) argued that coding involves “comparing and contrasting new codes, categories and concepts as they emerge, constantly seeking to check-out against existing versions”. While pre-coding involves reading the transcripts and reflecting on them in order to look for key ideas and issues related to the research questions, “coding involves highlighting extracts of the transcribed data and labelling these in a way that they can be easily identified, retrieved, or grouped” (Dornyei, 2007: 250). Following these guidelines, I started to code each interview transcript. I coded each segment of the data that was relevant to or captured something interesting about the research questions. I did a more inductive analysis and used line-by-line coding to code every single line. I used open coding; that means I did not have pre-set codes but developed and modified the codes as I worked through the coding process. This process resulted in the emergence of the initial codes.

Once all the data sources were coded, I began to organise the codes and group the identical ones together. As Saldaña (2015) suggested, I merged the identical codes that reduced the number of codes. This initial coding was an iterative process and I

had to come back to the codes, reword them, and make them more representative of the participants' views. This process allowed the data to be "segregated, grouped, regrouped and relinked in order to consolidate meaning and explanation" (Grbich, 2007: 21).

The next stage was to further collapse the codes and develop categories. The codes which had something in common were grouped together and a category was identified. Then, I defined each category. Each of those categories had a label (short phrase) and description of meaning; to illustrate those meanings and perspectives. Each category encompassed different codes. This process led to the development of broad categories. Next, I developed a hierarchical category scheme where links or relationships between categories indicated a subordinate order.

Once the categories were identified, I moved to the final and the most crucial stage of developing themes. Merriam (2009) describes the process of developing themes as "[going] back over your marginal notes and compartments (codes) and [trying] to group those comments and notes that seem to go together" (p. 179). Merriam describes this as the "process used to answer your research questions" (p. 176). In this stage, I reviewed all the notes, read through the categories over and over again and put those together which were closely linked in terms of meaning, idea, message or subject. This process called for prolonged deliberations which led to the emergence of four overarching themes. As the categories were organised into broader themes that seemed to say something specific about the research questions. The themes were predominately descriptive, i.e. they described patterns in the data relevant to the research question.

The classification of the themes was guided by the objectives of this study and the research questions. The literature reviewed in Chapter Three also helped in the classification. While this might seem as imposing a predetermined classification, which would risk distorting the data in order to make them fit (Dornyei, 2007), I was also flexible and conscious of new themes emerging from the data. Therefore, I reviewed all the four themes (see table 5.1) more than once to “...identify the ‘essence’ of what each theme is about” (Braun and Clarke, 2006:92). I made sure that no new themes could be added. The themes were explained with the help of vivid examples from the participants’ views. At this write up stage, the results of the questionnaire analysis were brought in to validate and triangulate the results.

4.9.3 Questionnaire data analysis

Quantitative-analysis of the data was performed using the SPSS-programme series-24. Descriptive statistical analysis was used to find out the frequency and percentage of agreement and disagreement among the participants regarding the various issues raised in the questionnaire. The students’ responses were fed into and integrated with the qualitative analysis.

In this study, inferential statistical procedures were used to ascertain any significant differences among the three-groups (NSs, ELTs and NTs) regarding their perceptions of ENP needs and their attitudes towards the ENP course. This was done by employing the Kruskal-Wallis (K-W) test, which is used to compare three or more independent groups (Pallant, 2013). Here, the K-W test was used to identify any discrepancies in perceptions and attitudes among the three groups and this study used the K-W test in the language NA to assess the degree of agreement between the three-groups of participants. This test was used because the type of

data collected were non-parametric. “Non- parametric data are those which make no assumptions about the population” (Cohen et al., 2007: 502). In this study, the questionnaire data were considered non-parametric for a number of reasons. First, they were measured on categorical and ordinal scales (Pallant, 2013: 286). Secondly, the participating groups were not equivalent in number: 62 NSs, 41 NTs and 25 ELTs. Finally, the data did not have a normal distribution.

The mean rank scores for each group were compared to determine whether there were any significant differences. There would be a statistically significant difference between the groups if the probability value (p-value) in the K-W test were less than 0.05. The K-W test does not enable the researcher to find out where exactly the differences lie between the groups (Pallant, 2013). Therefore, a post-hoc test could be used to see where the significant difference exactly lies. One post-hoc test for the K-W test is the multiple Mann-Whitney test, but some kind of adjustment is needed (Pallant, 2013). In this study, the alpha level was changed to 0.05 divided by 3 (number of tests performed) = 0.016. This means that instead of setting the p-value to 0.05, it was set to 0.016 (larger than that is not statistically significant), in order to reduce the Type 1 error rate.

4.10 Trustworthiness of the research

Usually, the terms reliability and validity have been associated with quantitative research, but in qualitative inquiry, the use of these terms to determine the quality of the research has been questioned (Richards, 2009). Instead, the term ‘trustworthiness’ is used. The trustworthiness of qualitative research involves applying four criteria: credibility, transferability, dependability, and confirmability (Lincoln and Guba, 1985, Creswell and Miller, 2000). These criteria are used to

assess the quality of qualitative research (Morse et al., 2008). In the next sections, these concepts are discussed in relation to the present study's design and procedures.

4.10.1 Credibility

According to Graneheim and Lundman (2004: 109), credibility in qualitative research is associated with "the focus of the research and refers to confidence in how well the data and the processes of analysis address the intended focus". Furthermore, it needs to be considered from the outset of the research in identifying its focus, deciding the research site and participants, and choosing the methods of data-collection. In addition, triangulation is a way of determining the credibility of qualitative research, defined by Creswell and Miller (2000: 126) as searching "for convergence among multiple and different sources of information to form themes or categories in a study". Also, triangulation gives "corroborating evidence collected through multiple methods [...] to locate major and minor themes" (Creswell and Miller, 2000: 127), instead of depending on a single source of evidence to identify themes that the researcher constructs. Triangulation in this study was achieved at two-levels: participants' level and methods' level. The current data were collected from three sources: nursing-students, ELTs and nursing-teachers to ensure that I gained diverse perceptions of NSs' ENP needs. During the data-collection stage, I used semi-structured interviews and questionnaires to gather data.

4.10.2 Transferability

Transferability relates to the possibility of applying the study's results to another context (Richards, 2009). In this regard, Al-Badwawi stated that generalisability of

findings of qualitative-research is a commonly debated issue among qualitative-researchers (2011), while Creswell (2007: 74) maintained that “as a general rule, qualitative researchers are reluctant to generalise from one case to another because the contexts of the cases differ”. Similarly, Thomas (2010) affirmed that generalisability must not be the goal nor the concern of qualitative investigators. Furthermore, Flowerdew claimed “different contexts have different socio- cultural factors that influence the production and interpretation of the text, thus making generalisability of study results difficult or even impossible” (2002: 283). Therefore, Robson (2000) differentiated between two-kinds of generalizability, external and internal, which are described by Al-Badwawi (2011:96) as the “external (also known as statistical) generalisability refers to generalising the results of the study beyond the setting to a wider population; while internal generalisability is generalising the findings within the situation studied”.

For Graneheim and Lundman, the generalisability of the research results is based on the reader’s view as “the authors can give suggestions about transferability, but it is the reader’s decision whether or not the findings are transferable to another context” (Graneheim and Lundman, 2004: 110). In the same vein, Shenton argued that “the researcher being acquainted only with the ‘sending context’ cannot make any inferences concerning the transferability of his/her findings which must be determined by the readers”.

4.10.3 Dependability

According to Richards, the concept of dependability in qualitative research “involves an interrogation of the context and the methods used to derive the data” (2009: 159). Al-Badwawi agreed with Richards’ (2009) view on dependability arguing that “such

interrogation should include providing details on linking the methodology to the purpose of the study, discussing the methods of data collection, how they were actually used to generate the data, and the process of data analysis” (Al-Badwawi, 2011:97).

4.10.4 Confirmability

Richards (2009: 160) maintained that “confirmability in qualitative research depends on making the data available to the reader and this in turn depends on the transparency of representation”. Confirmability helps to ensure the findings discussed in the study are direct views of the participants rather than being influenced by the researcher’s bias (Shenton, 2004). Thus, the researcher sought to enhance the confirmability of this study by allowing her participants’ perceptions to emerge throughout the research to “reflect the thoughts, feelings and experiences of the people who participate in our research” (Lietz, Langer and Furman, 2006: 444).

4.11 Ethical Considerations

The ethical issues are essential components that need to be considered by the researcher in relation to access and acceptance (Appendices 1 and 2), informed consent (Appendices 3 and 4), participants’ anonymity, and confidentiality. In the following parts, details are presented on how these ethical considerations were addressed in this study.

4.11.1 Access and acceptance

Access and acceptance are considered significant ethical issues in any research (Cohen et al., 2007) and relate to the researcher’s ability to access the place of the

study and gain formal permission from the organisation where the study is conducted, such as a university. For this study, to gain formal-permission to carry-out this study, I sent two letters to the Dean of the NC and the Dean of the ELI in the KAU to explain the nature of the research and the types of the needed information. I then received their formal approval before the data-collection stage. Moreover, my professional experience in the KAU for several years and the great relationships I have with the two Deans and the teachers facilitated my access to the university and the acceptance from the participants.

4.11.2 Informed consent

For Cohen et al. (2007), the notion of informed consent refers to the participants' consent to be involved in the study after being told about the information that could impact their decisions. According to Patton (2002), "gaining informed consent involves providing the participants with information on the aim of the research, the use of the data, the questions to be asked, and the risks or benefits for the person being interviewed" (p. 407). Before conducting this study, the information about the current research was given to the participants to obtain their formal written consent to participate in the study. I informed them that participation was voluntary and that they could withdraw from the research at any time.

4.11.3 Anonymity of participants

Cohen et al. (2007) identified the anonymity of participants as one of the ethical considerations that a researcher must take into account while conducting a study. In the current study, the participants were promised that no indication of their names would appear in this thesis. Thus, during the data-analysis, I represented each

participant by a symbol instead of their real name (e.g. NS1, ELT5). Guaranteeing the participants' anonymity was important to ensure that their views would be reported anonymously without affecting their works or studies.

4.11.4 Confidentiality

For Patton (2002), "confidentiality involves disguising the identities of the participants to ensure that their privacy and anonymity is protected" (p. 411). In the present research, all the participants were promised that their names would not be mentioned in the results. Besides, all the participants were told that the collected data would be used for the current study and would not be shown to any person outside of this study.

4.11.5 Avoidance of harm

Teachers or students are often not willing to express negative opinions about the university or its policies in teaching and learning for fear of being affected by their declarations. Hence, it was essential to assure them that they would not be harmed as a result of being involved in the research and that their responses would be kept confidentially and anonymously without affecting their study or work.

4.12 Summary

In this chapter, I have addressed methodological issues and the paradigm of this study. The current study is positioned in the interpretive paradigm that concentrates on the subjectivity and diversity of individuals' views and experiences. The use of mixed methods (semi-structured interviews and questionnaires), allowed the researcher to collect detailed information from the participants. In order to analyse the qualitative data, the researcher applied the strategies described by Braun and

Clarke (2006), by which this study has been guided clearly through the analysis process. Moreover, I reviewed the four criteria used to achieve the trustworthiness of the current study. Furthermore, the researcher addressed different ethical considerations.

Chapter Five: Qualitative Data Analysis

5.1 Introduction

This chapter analyses the interview data related to the perceptions of five nursing tutors, five language teachers and five nursing students about nursing students' needs for an ENP course in the nursing curriculum at the current NC in KAU. The study used a mixed methods design (exploratory sequential) in which qualitative data were gathered through in-depth semi-structured interviews. Then, a structured questionnaire was developed to get more comprehensive understanding (see Chapter Six). Respondents, for both instruments, were selected using a representative sampling strategy. Qualitative data were transcribed and subjected to thematic analysis whereas quantitative data were analysed using descriptive and nonparametric statistics.

5.2 Research questions

1. How does the English language course in the foundation year prepare the nursing students for their nursing studies?
2. Why do the nursing students need to learn ENP, from the perspectives of language and nursing teachers and nursing students?
3. What are the main English language skills required for nursing students for academic studies and for work, from the perspectives of nursing teachers, language teachers and nursing students?
4. How can ENP be made appropriate for the nursing students, from the perspectives of language teachers, nursing teachers and nursing students

5.3 Themes, categories and sub-categories

During the process of coding, a number of themes, categories and sub-categories emerged. The following table 4.1 illustrates the coding process and analyzing the interview transcripts. (for more details about the interview analysis see 4.9.1).

Table 5.1: Themes, categories and sub-categories

Themes	Categories	Sub-categories
1-Role of the FYP English Language Course in preparing the nursing students for their nursing study.	• Issues related to the content	<ul style="list-style-type: none"> • Irrelevance of content, • Lack of oral communication • lack of students' motivation
	• Issues related to the teaching methods	<ul style="list-style-type: none"> • Large classes size • Common teaching methods
	• Assessing students' needs	<ul style="list-style-type: none"> • Conflict between course Objectives and students' needs, • Lack of students' voice
2-Reasons for learning ENP	• Study	
	• Future work	
	• Social life	
3-The most needed English language skills for the nursing students	• For study	
	• For work	
4-Making the ENP appropriate for the nursing students	<ul style="list-style-type: none"> • Medical Terminology, • Impact of ENP on nursing subjects • Specificity of content, • Specify of activities, • Cooperative teaching, • Teacher training 	

5.4 RQ1: FYP English language course's effects in preparing nursing students for nursing studies

This section attempts to provide answers for the first research question to investigate the effect of the English language course in the FYP in preparing the nursing students for their nursing studies at the NC in KAU. The qualitative analysis of the data showed that the effects of the FYP English language course, as expressed by the three groups of participants (five nursing students, five English language teachers and five nursing teachers), can be classified into three main categories and each of which including a number of sub-categories. This section focuses on the analysis of issues related to the content of the FYP English language course, to the teaching methods of the FYP English language teachers and to the assessment of students' needs. The following section presents the results retrieved from the semi-structured interviews.

5.1.1 Issues related to the content of FYP English language course

Essentially, all the three groups of participants shared the view that the current FYP English language course does not support in preparing the nursing students for their academic studies at the NC in KAU and this General English course prepares the nursing students for general life situations. Moreover, this category has given rise to other issues such as the irrelevance of content to students' needs, the lack of communication activities and the lack of motivation.

5.1.1.1 Irrelevance of content to students' needs

Throughout the interviews, all the five nursing students indicated that the English course's content in the FYP focused on general topics and on different activities related to general English, which were irrelevant to the nursing field. For example, NS2 stated: *"the lessons are not related to the nursing subjects and they are common"*. Similarly, all the five nursing teachers agreed with all five the nursing students, as NT1 clarified:

"in the FY, the English courses do not cover nursing topics and they are not related to the students' study or career in nursing. To be honest with you, the FYP didn't prepare the students for the nursing study".

Relatedly, all the five English language teachers' responses supported the nursing teachers' and nursing student's views that the content of the English course was irrelevant to nursing curriculum and did not prepare the nursing students for their academic study, for instance ELT1 commented:

"in my opinion the English course was general and did not introduce the students for their desired area in nursing. the current English textbooks neglected nursing issues and the basic medical terminology".

It was clear from all the interviewees' views that they consent on the issue of irrelevance of the content to the nursing area. Despite the fact of inappropriateness of content for the nursing students' academic needs, two of nursing students expressed their gratification about the effectiveness of the General English course in the FYP, since it helped them in improving their general English language skills and revise the grammatical rules that have been studied during different school stages, as NS1 said *"It helped me to develop my language skills and increase my*

English words". Similarly, NS4 indicated her satisfaction *"it was useful in revising grammar and rules I studied in intermediate and secondary school and to develop other English skills"*.

Furthermore, all the language teachers acknowledged the usefulness of FYP English course in developing the main English skills generally. For example, ELT1 stated: *"English courses in the FYP aim to improve the four skills and to build up a good store of vocabulary"*. Similarly, ELT4 said: *"the course had been useful for improving their main English skills"*. Moreover, only NT3 of the five nursing teachers pointed to its benefit as follows:

"English course in FY could be beneficial in improving students' language skills and vocabulary [...] the English course is a repetition of what they studied in the secondary school and it would be useful for the students who did not learn properly before in intermediate and secondary schools".

From NT3's view, the general English course has benefits for developing the main English skills of nursing students and it acts as a source of revision as well as developing skills for low level students. It could be derived from her view that focusing on repeating what they studied previously and on general English for daily life would not address the nursing students' needs in the learning nursing content. Moreover, it should be said that the content of the English course during the FYP is general due to the fact (see Chapter 2) that the students had not yet specialised in nursing and did not at that stage know whether they would be accepted into nursing until they had achieved the required marks in the FYP.

5.4.1.1 Lack of oral communication activities

Students are only exposed to the English language during the times in which the English classes are held. Moreover, they often have full academic schedules as they study various subjects throughout the university day. Consequently, even when the FYP students have little time outside the class, they mainly revise for exams or complete their assignments. Hence, no sufficient supporting environment is available outside the class to practise English, so the students encounter problems in using English as a language for communication. In the interviews, all five nursing students indicated to the limitation of the English course in regard of developing and practising oral communication skills. For instance, NS1 said:

“it [English course] did help me to develop my speaking and teacher did not have enough time to practice activities in speaking as you know we don’t practice the language outside of English class ... for the grammar we used to memories the rules and do exercises in our books, but we don’t practice grammar in real conversations”.

From the above view, NS1 appeared to blame the English language course for her lack of oral communication, and also referred to the teacher’s inability to practice speaking activities because of the limited time during English class. She also indicated that students did not practise English outside the English classroom and that they did not know how to use correct grammar while speaking. These are common issues in the English as a foreign language context. From her comments, it could be noticed that the students do not practise independent learning as they do not use English outside the class and they depend on the time spent in the English classroom to try to develop their language.

Moreover, ELT2's view looked as a reasonable answer for NS1's opinion:

“for the limited time of lectures and large number of students in the class, sometimes I could not be able to practice speaking activities like role-play with all students. I always encourage them to practice English outside of class room during their breaks”

Here, ELT2 clarified that the limited duration of English language lectures and the large class size were factors that contributed to the lack of practice of oral activities. Further, ELT2 encouraged students to practise independent learning to develop their oral communication skills. Similarly, one nursing teacher indicated that she always encouraged her nursing students to practise speaking during their interactions outside the classroom while studying or speaking with friends. As she said:

“I know that the students accustomed to be passive learners in their English classrooms at schools or FYP and they even can't participate in a short discussion, but I keep encouraging them to speak English with their friends in their free time or when they study or prepare their lessons”

Moreover, NT2 explained that:

“one of my new students told me in the FYP they don't have the opportunity to communicate in English as in real life situations and for that they hesitate to use English as a language of interaction. As you know a lot of language teachers focus on grammar and this way in teaching should be lessened and more time should be given to practice study skills and speaking skills to address the students' needs”

From NT2's view, it could be pointed out that lack of practice of oral activities affects students' confidence and makes them hesitate to speak and she suggested reducing the focus on grammar to allow more time to practise study skills and speaking skills.

5.4.1.2 Lack of students' motivation.

Despite the fact that some of the interviewees previously indicated to the benefits of the English language course in the FYP in developing the main language skills and revising what they had studied during the school stages, but the interview revealed that all nursing students appeared demotivated about the FYP English language course, since it is not related to their interests, wants and because it is similar to the English language course that they studied in high-schools. Moreover, both all the nursing teachers and English language teachers seemed to understand students' reasons to be demotivated. For instance, NT1 pointed out that the lack of motivation among the nursing students related to the irrelevance of the content:

“some of my nursing students told me about their dissatisfaction with the English textbook in the foundation year because it did not qualify them for their nursing instructions”.

Besides, NT4 added: “the textbook is not motivating and not interesting to our nursing students learning needs because its general English and not related to healthcare issues”. In the same line with NT1 and NT4, NS3 showed her demotivation of the English course in FYP and she described it is a repetition of the high-school English course: “topics and exercises are boring and English of FYP repeated same grammar and exercise we studied in the secondary school”. Also, ELT5 clarified that the FYP English language course “might not be interesting for the students who plan to study nursing because the English course in FY is more motivated for daily life but not for nursing specialty”.

It can be seen that the nursing students' lack of motivation in the FYP English course was because it repeated what they had studied in high-school, had irrelevant content

and did not introduce them to nursing topics or nursing words. Therefore, the FYP English language course did not address the needs of students who planned to join nursing. Further, the lack of students' motivation could be due to the lack of a needs analysis to ascertain students' needs.

5.4.2 Issues related to the teaching methods of the FYP English language teachers

5.4.2.1 Large class sizes

The responses revealed that all five English language teachers and three nursing teachers blamed large class sizes for making it difficult to deliver information, address student needs, accommodate different learning styles, effectively teach language skills, or give all students equal opportunities to participate in activities. For example, ELT4 said:

“large class sizes affect my way in teaching for that I try to avoid activities that need discussion and reduce number of exercises that I give to my students also I can’t give individual attention to students who may need it ...sometimes I feel sorry about the students who not given enough time to participate in the lesson and do not receive enough opportunities to practice the newly taught lesson... you know it is very hard to be controlled”.

In ELT4's view, large class sizes affected the quality of her teaching methods and the interaction with her students as she was not able to pay enough attention to each student. Despite the fact that ELT4 expressed her feeling of guilt that she was unable to give students enough time to participate, she did not offer any solution to overcome the issue of large class size; she appeared negative towards this issue.

Similarly, NT 5 commented:

“due to the large number of students in classes here in our nursing college or in the FY, teachers cannot be fair of paying individual attention to the learners and the seating arrangements in rows affect kind of activities and teaching methods”

Here, NT5 reflected the same view as ELT4 that she could not give enough attentions to individual learners as there were about 150 students in the class and, moreover, the arrangements of seats in the classroom controlled the kinds of activities and teaching methods that she could employ.

Moreover, one of the nursing students outlined different effects of large class sizes on her learning quality:

“I like to come early to my lecture to set in first or second row to focus on teacher’s information, but when I came late I set at the end of the class and I could not hear or participate, and the teacher did not care about students who set at the back because of larger number of students”

This nursing student showed her anxiety to get a front seat because she wanted to understand the lectures and get the teacher’s attention, as, if she only got a seat in the back row she would lose the opportunity to get the teacher’s attention and may not even be able to hear what the teacher said.

5.4.2.2 Common teaching methods

With respect to the English teaching methods applied in the FYP, based on the students’ explanation, it was found that language teachers’ lecturing was the commonly used method while student-centred activities like role-plays and discussions were seldom used. For example, ELT3 clarified that there were some factors shape her teaching methods as limited time of lectures, large class sizes or

might the overloaded schedules and loads of teaching, she said that:

“the large number of students in English classroom forced me to centre teaching process to make my lesson effective. Really I know when teacher centred language teaching and keep lecturing most of the time the students become boring, but as you know my time is limited and class size control way of my teaching”

From ETL3's opinions, she tended to control her teaching by talking most of the time to manage the large number of students and to cover the lesson during the allotted time. Despite the fact she knew that this kind of teaching not interesting for students, she appeared to be inflexible in her teaching methods and she was unable to change to different ways because of factors of time or class size.

On the other hand, ELT1 seemed in contradiction of ELT3's teaching style as ELT1 showed her encouragement for applying student-centred approaches to enable students to be the managers of their learning: “teachers' role in English language classroom should switch from controller to a facilitator and teachers should be fixable in her teaching style according to her students' desire in learning”.

From ELT1's view, she appeared ready to adapt to her students' learning styles and to be flexible in her teaching to address their learning needs

One of the nursing teachers pointed out that:

“most of our students prefer memorization and they always ask me to underline the required information for test or to give them summaries for each lecture to help them in memorizing. Our students prefer to be centred by their teachers and they want everything ready because they like this way in teaching”

In this nursing teacher's view, her nursing students preferred to be controlled by their

nursing teachers and to have the information summarised in preparation for memorisation; her students appeared not to be in favour of independent learning.

On the other hand, two of the nursing students expressed their upset over the teacher's control of the process of teaching by talking most of the time without giving the chance to share views or to select their preferred learning styles, as NS1 stated:

"in the FYP I used to be quiet and I did participate in discussion. I was just listening to my teacher's explanations and follow her instructions to write or answer questions. I wish if I could select my best way in learning or tell my teacher about my opinion".

Similarly, NS4 said: "same teaching in the FY English classes and now in our nursing school, teachers did not give us the time to share with out information to finish their lessons on time and we have to listen to their talk".

From NS1 and NS4's explanations, they provided evidence that both language teachers and nursing teachers controlled the lectures by talking most of the time to cover the material and manage the large number of students; as a result the students were passive listeners and were not able to share their views or information.

Generally, teaching and learning in the FYP English classrooms and nursing lectures was characterised by a focus on knowledge transmission; classroom talk was mostly dominated by the teachers while students passively listened to their teachers' explanations. Thus, teaching was based on a teacher-centred transmission model and teacher-fronted explanations of new information while offering little opportunity for students' involvement.

5.4.3 Issues related to assessing students' needs

5.4.3.1 Conflict between course objectives and students' needs

From interviews with the five English language teachers, it appeared that the English language curriculum was designed and developed without an analysis of the students' needs or teachers' involvement in the designing process. For example, ELT2 mentioned:

“the objectives of language teaching in our curriculum did not change for a long time and the English language curriculum did not derive from a needs analysis of the FYP students beside to this our views about our students' needs did not involve in need analysis process”.

Furthermore, ENT4 added:

“assessing needs for students should be conducted regularly in the begging of academic year with the newcomers, during the mid-term and after passing the FYP to keep us updated with students needs in order to make course developer or selectors put new objectives to address students' needs”

From ENT2 and ELT4's comments, they blamed the objectives of the English language curriculum when the course failed to address students' needs or achieve the required results and they recommended regular updating of the objectives according to the students' needs. Both ELT2 and ELT4 blamed the failure of the course on its objectives without thinking of the possibility that applying inappropriate teaching methods could be affecting the outcomes of the course in practice.

Additionally, all the nursing teachers indicated that the objectives of the English language course in the FYP did not help in preparing students to the next stage at university, for example, NT5 said: *“policy makers who put objectives of the*

curriculum must consider students' study needs and interests to prepare the students for next level appropriately".

Here, NT5 suggested that the policy makers need to address students' needs and interests while planning the objectives to qualify the students for their specialisations.

According to both the language teachers and nursing teachers, there was a conflict over the issue of the objectives of the curriculum because they thought that the objectives needed to be revised yearly when the students failed to achieve the required outcomes of these objectives. The teachers focused on the objectives to prepare the students and ignored the effect of teaching methods and teacher development on meeting students' needs.

5.4.3.2 Lack of students' voice

As shown in the previous part, the results suggest that there was a conflict between curriculum objectives and students' needs. Furthermore, selecting or designing the English material was based on a needs analysis. It was clear during interviews with all the three groups of participants that teachers' and students' voices were not involved in the course design process. Accordingly, the English language material did not match the students' needs. For example, ELT 1 said: *"as a language teacher here I do not share in the process of curriculum change and I don't have any opportunity to express my opinion to be heard before the actual implementation"*. Likewise, ELT 3 stated: *"during all my years in teaching English for different levels, I have never been requested to participate in designing a course or even to evaluate the book I am teaching"* Similarly, NT4 commented: *"as I know the language teachers have to finish the syllabus on time. They have to follow the given syllabus*

with it plan, even they can't change or omit any parts of the book".

From the above comments, both English language teachers and nursing teachers indicated the issue of ignoring the role of teachers in designing the courses, especially as they are close to the students and know their needs better than the policy makers or course designers.

Moreover, one of the nursing students expressed her desire to have the opportunity to be involved in course design or selecting activities, as she said: *"I want to change the activities and our textbook, I want English class to be full of games. Even when I give my suggestions they are not taken seriously into consideration"*.

To sum up, with regards the effectiveness of the FYP English course for preparing the current nursing students for their specific discipline, all the three groups of participants indicated that the present FYP English course content was not relevant to students' desired major in nursing at KAU. Moreover, the irrelevance of the content to nursing students' needs could lead to decrease students' learning motivation. As a result, it was found that the current FYP English course did not prepare students to follow their nursing departmental courses in KAU.

5.5 RQ2: nursing students' reasons for learning ENP

This section attempts to offer answers for the second research question, from the perspectives of the three groups of participants, to identify the reasons of the nursing students for learning the ENP in the current NC. The analysis of the data revealed four main reasons that were classified as: (1) importance of ENP for academic study, (2) for future work in the healthcare field, (3) to carry-out a postgraduate degree and (4) for social life interaction.

5.5.1 ENP for study

All the three groups of participants during their interviews mentioned the importance of ENP for nursing study to understand the materials available in their programme. For example, NS1 stated: *“learn nursing English can help me in my nursing subjects and practice my nursing knowledge in real nursing situations in English class”*. In a similar way, NS2 said: *“sure, with English for nursing my English proficiency and using different language skills in nursing subjects can be increased. ENP prepares me to be successful in my study”*. Moreover, NS5 considered ENP as a main factor that *“will be more motivating for us since it will be related to our nursing studies and interests”*. Furthermore, NT4 indicated:

“the ENP course can provide nursing students with optimal English skills to facilitate their academic studies and to allow students to transfer their knowledge and practice what they studied in nursing in ENP classes.”

In the same line ELT5 said:

“as I know medium of instruction in the nursing college is English, in my opinion English for nursing purposes can be an effective method for the nursing students to help them in their studies”.

From the previous opinions, all the participants acknowledged the importance of ENP learning for nursing students' academic studies as English is the mother-tongue of the nursing field and all nursing subjects are taught through English materials such as books, medical literature, nursing journals and hand-outs and there are no medical references in Arabic. Moreover, ENP learning would motivate them to transfer and practise their nursing knowledge in ENP classes and would develop their English skills in order to help them understand their nursing subjects.

5.1.2 ENP for future work

The opinions of all participants showed that the ENP course might need to be implemented in the current nursing curriculum to support the nursing learners not just in their nursing academic studies but also for their future jobs in the healthcare sector.

For instance, NS2 stated: “I am sure learning English for nursing is very helpful for my clinical training and work in hospital because it will provide me with the basic skills for good communication in real situations”. Also, NS5 had the same view: “of course English for nursing is needed for our study now and later for work at hospitals”. NS5 added: “English is very important later when I become a nurse my communications are in English with other nurses and doctors”.

In addition, ELT1 said: “ENP course will support students for their work in healthcare centres”. Besides that, ELT3 stated: “when nursing students become nurses they will use nursing English for their jobs”.

Consequently, NT1 stated: “learning ENP at nursing school will prepare nursing students for their job as nurses”.

When these students become nurses, as a required part of their job to attend conferences and update their nursing knowledge as NT2 stated:

“familiarity with medical or nursing English keep healthcare members updating their knowledge and know about new scientific research, conferences, healthcare education, recent studies and new diseases, which are all published in English”.

Moreover, ELT5 indicated to an important point as “a nursing teacher must have an

advanced-level of English proficiency in order to appropriately teach the nursing subjects and to updated nursing knowledge”.

For ELT5, nursing teachers also need to have an appropriate level of English language proficiency as they teach in an English medium nursing college; beside that, they need to update their nursing knowledge to teach their nursing subjects.

It is clear from this section that ENP learning is important for the students' future jobs as nurses, as well as for the teachers to teach nursing students.

5.5.2 ENP for postgraduate studies

Beside the importance of ENP learning for nursing students' academic study and future work as nurses, three nursing students expressed more views in regard to the significance of the English language for nursing studies for doing their postgraduate studies in foreign countries, as NS2 indicated: *“English is important for communicating and study everywhere, specifically nursing English for completing my Master study abroad”*. Similarly, NS4 said:

“for my Master and Doctorate, I need medical and nursing English when I go to foreign courtiers like Austria or USA. In order to study with the nursing students internationally, we need to improve our English skills in terms of listening, speaking, reading and writing”.

Another student (NS1) expressed her ambition to continue her study abroad since English is considered essential to her as: *“I want to continue my study abroad”*. Moreover, all the language teacher and nursing teachers emphasised on the importance of ENP to help the nursing students complete their postgraduate degrees abroad, as EL5 said: *“indeed, leaning ENP will help them for their postgraduate here*

in our nursing school or to get their Master or PhD from overseas such as UK". NT3 similarly stated: "nursing English can provide students with the basic and necessary English skills for their postgraduate study".

From the above comments, learning ENP appeared to be an important source for the nursing students to provide them with the important language and study skills that would help them to complete their postgraduate degrees.

5.5.3 English for social life

Interestingly, all the three groups of the interviewees emphasised on the importance of English for everyday or socialising with general staffs as administrators in hospitals or to communicate with patients who cannot speak Arabic and with their non-Arabic colleagues from different units, for instance medical language in intensive care differ from medical language in x-rays unit.

For example, NS3 explained: "In fact, I need English for both my study, work and every day, but first of all for my study, and then for my general life". NT1 also explained: "when we speak with foreigner patients, we need usual English [...] for both sides; nursing area and general life". Similarly, NT4 added: "as you know that most of patients in Saudi hospitals speak Arabic, but Saudi nurses need general English to communicate with foreigners who can't speak Arabic". Likewise, ELT4 stated:

"English is generally important for daily life and healthcare works need it for medical or nursing interactions. All people now speak English, so the person needs to learn English. Most of society need to speak English nowadays, everything is in English; the market, hospitals and everywhere".

From these interviewees' comments, nurses are expected to communicate in everyday language to be understood by their patients; they also need to have the knowledge to answer patients' questions and concerns, as well as to communicate with other health professionals on the administrative issues relating to patient care. Moreover, it could be understood that nurses need everyday English with Arab patients to convey the meaning of non-Arab doctors to make these patients understand their medical conditions.

5.6 RQ3: most important language skills

This section attempts to present answers of the three groups of participants for the third research question to identify the most important English language skills needed for the nursing students' academic study and further work as nurses. The analysis of the data is divided into two sections: (1) skills for study and (2) skills for work.

5.6.1 Language skills for study

This part mainly focuses on exploring the significance of the four main English language skills (speaking, listening, writing and reading) for the nursing students' academic studies. The interviews of the three groups of participants revealed that the most important skills for the nursing students were reading and then writing rather than speaking and listening.

The analysis of the qualitative data shows that the five nursing students considered reading skills as the most required English skills for their academic studies. For example, NS1 explained: *"I think reading is the most important because in my nursing subjects I need to read a lot to understand the required knowledge from our textbooks and the teachers' hand-outs"*. She added further about the other skills:

“for writing, it is important, especially for assignments and examinations, and to write short paragraphs about some nursing topics [...]. Also, listening is important because I need to understand what our nursing teachers are speaking in lectures [...]. I would like to speak English, but our nursing teachers do not encourage us to speak English very much and they use Arabic to help us understand and this is why I think it is unimportant to be used in the nursing college with our teachers because all our nursing teachers in this year are Arabs”.

It is clear from NS1's interview that she needed reading skills to read and understand different nursing sources such as books and hand-outs. She also gave a logical reason for not developing her speaking skills since Arabic-speaking nursing teachers used their first language to simplify their teaching and explain complex words. Also, nursing students do not interact with Arabic-speaking teachers in English. Furthermore, Similarly, NS5 stated:

“a skill might be very important in a particular task, but it might not be very important in another one. For example, speaking was important in presentations, whereas it was less important in speaking with teacher because all our teachers are Arabs”.

Moreover, NS2 and NS4 showed that they gave more attention on reading skills rather than other skills since they were often requested to extract essential information from their subject textbooks, teachers' hand-outs and nursing dictionaries, and to read the questions rapidly in tests and final exams. NS2 added: *“I need to develop my skimming ability to read fast for my nursing subjects”*, and NS4 equally indicated: *“I have to increase my reading skill in scanning and skimming to cope with my nursing subjects”*. Here, both NS2 and NS4 showed their desire to develop their strategies of reading skills such as scanning and skimming in order to

understand nursing subjects.

In the same line, it is apparent from the nursing teachers' interviews that they considered all the four language skills as important for their nursing students' academic studies with more emphasis on reading and writing. For instance, NT1 explained:

“all the language skills are of the same importance [...]. I mean they are all required for their nursing studies, but from my teaching experience with nursing students, I believe reading is the most required now in nursing college”.

Similarly, NT3 mentioned: “all the English skills for the nursing students' academic studies are very important but they vary in their importance because they need each skill to perform a particular mission”. She added: “from my experience, reading is the most necessary skill in their current nursing studies and then writing. Speaking and listening is not very important; I mean, they are important but not as much reading and writing”. When I inquired why she thought reading skills as the most important, her answer was:

“reading is a major skill of nursing knowledge and it is an effective source of medical information for the nursing students in their learning. They need it to understand texts, medical words and questions in tests; the nursing students always need to write in English in their assignments and tests. They seldom speak English in nursing lectures because all can speak Arabic with us if they can't speak English, but they need to comprehend the medical words in English”.

From the interviews of English language teachers, they shared the same views as the nursing teachers. For instance, ELT5 clarified: *“in fact, in theory, all the four skills are very important... but in practice for the nursing students reading and writing are*

more important than speaking and listening". She added:

"students always need to read their nursing subject textbooks and other related references to follow their academic studies requirements... they are asked to write in quizzes and final exams. Otherwise they would leave exam papers clean; they rarely need to speak in subject lectures. In these lectures, they need to comprehend the teachers' speech and the Arabs teachers always switch to Arabic to help them understand and save their time".

It can be inferred from the three groups' responses that reading skills were seen as the most needed skills for the nursing students' academic studies as nursing students were often required to obtain nursing information from their subject textbooks, teachers' hand-outs and medical dictionaries, as well as to read the questions in quizzes and examinations. Furthermore, the above interviewees considered that speaking and listening were not necessary skills for students' academic studies so they could develop these skills later when they started training and working in hospitals. Here, the nursing teachers preferred to use Arabic as the tool to help them convey medical information.

5.6.2 Language skills for work

This section reveals the most needed English language skills for the nursing students' work. The interviews of the three groups of participants showed that the most important skills for the nursing students' work were speaking and listening rather than writing and reading. In the interviews, all nursing students seemed aware of the significance of English for their future career in the healthcare field and prioritised all four skills as essential for their nursing careers. Four of them agreed that speaking was the most important for work. For example, NS5 stated:

“certainty all English skills are very important in the hospitals where we are going to work. In the healthcare field, where the language is English, speaking is the most important, followed by listening, because you need to understand what your foreign colleagues are saying specially for the nursing tasks. You also have to be able to read and write medical reports”.

However, one of the interviewees (NS1) gave a different response: *“I think all the skills are important, but reading is the most important, followed by speaking and writing”*. Then, she justified her opinion: *“I need reading more for reports and cases to get complete information, in order to discuss with other nurses.”*

Not surprisingly, all nursing teachers seemed to believe that all four main English language skills were very significant for the students' nursing careers while English language teachers tended to focus more on speaking and listening. For example, NT1 explained: *“in the medical or nursing profession, all English skills are equally important, because failure to understand medical procedures, read requests, give instructions and so on will cause serious problems”*. Similarly, NT5 said: *“they are all very important. A medical person should be well-informed in all these skills, and the lack of English proficiency in any skill can lead to problem in our work”*. Then, NT3 emphasized: *“reading and writing are important because doctors write diagnoses and prescriptions in English only and medicine labels and clinical charts or reports are also written in English”*.

Four English language teachers considered all four skills to be very critical. For instance, ELT3 said: *“I can say both speaking and listening as the most important, followed by reading and lastly writing”*. She explained: *“they have to talk and listen to the instructions of the doctors and other nurses”*. In contrast, only ELT1 emphasized: *“reading and writing are very important because the nursing students*

at future work, for example, have to understand X-ray or blood-test requests in order to write clinical reports and descriptions”.

From the interviews, four English language teachers mentioned that the nursing students needed speaking and listening skills to communicate with their English-speaking partners to understand doctors’ and other nurses’ oral instructions.

From the interviews, most of the three groups of interviewees saw all four skills as important for the nursing students’ future careers to achieve particular jobs. However, the nursing students and their language teachers put more importance on speaking and listening .

5.7 RQ4: Making ENP appropriate for nursing students’ needs

This section reports the responses of the three groups in relation to the forth research question that sought to identify the factors that help in making ENP appropriate for the nursing students’ needs. The analysis of the data is categorized into six sections: (1) medical terminology, (2) impact of ENP knowledge on nursing education, (3) specificity of content, (4) specify of activities, (5) cooperative teaching and (6) teachers’ training.

5.7.1 Medical terminology

During the interviews, the majority of interviewees indicated to the importance of the medical vocabularies and understanding their meaning and using them correctly in the nursing situations. For example, NT1 clarified that “*recognize meaning of MT can help nursing students to understand what is being discussed in lectures or written in their books*”.

For NT1, she pointed out that knowing the meaning of MT and having a good command of it would help nursing students in understanding their lectures and their nursing subjects. Accordingly, these students could save study time with other nursing subjects as they would be able to read faster and write more easily during examinations.

Moreover, the interviews with the five nursing teachers revealed that medical terminology is the common language within the healthcare field and it helps their members such as nurses to understand the nursing subjects' content and prepare them to know about what is occurring in their work, as NT5 said:

“Medical terminology is a special language for nurses and doctors and we must master MT well because if nurse in the medical field is not familiar with medical terms she will make medical mistakes and she will be lost her job and even patients' life in danger”

Moreover, NT1 pointed out that medical or nursing English is based mainly on using the correct medical terms in different medical situations to achieve specific job-related tasks during their tanning or work such as diagnosing diseases, daily morning-rounds, and prescribing medications, as she explained: *“during the daily or morning rounds we speak medical English and in work-related tasks [...], we need English in dealing with doctors and nurses in the medical tasks”*. NT2 added: *“we need medical and nursing English because as you know all diseases, medical procedures, diagnoses of diseases, all are taught in English for our students here”*. Moreover, NS1 described: *“Medical Terminologies are in English and Latin [...] to be good in nursing lectures or clinical training, in writing, reading and understanding, you need to know medical words with correct pronunciation.”*

All the nursing teachers and the nursing students pointed to issue of disregarding teaching the MT since it is taught as a supplementary subject without credits because of the lack of time available in the schedule of the nursing curriculum, as NT3 said:

“medical terminology is an essential course for the nursing students, but we have full timetables for that they organized it as optional subject every Thursday for one hour [...]; the students don’t attend it because as I told you no rewards for attendance”.

Moreover, NS5 showed her demotivation and describe MT: *“boring lecture, no marks for attendance, wasting my time that I need it to study or revise my nursing subjects.”*

Moreover, it has been clarified by the nursing teachers and nursing students that there was a lack of medical vocabulary knowledge among the nursing students, as NT5 said: *“knowledge of medical terminology is required across the nursing discipline, but our students have difficulty with medical terms and they must increase amount of their MT”*. Moreover, NS3 added:

“my medical words are few and I must learn medical terminology in order to develop my skills for reading, writing and understanding. [...] It is very important for them to use the most appropriate vocabulary depending on each situation: when talking with doctors, asking for a colleague’s view, reading or writing”.

The analysis of the interviews of participants revealed their dissatisfaction of the current situation in regards MT teaching because one hour was devoted to MT course, which they deemed inadequate to satisfy the nursing students’ academic needs. For example, NS3 complained that the nursing curriculum gave more time to other nursing subjects and ignored MT as a basic subject in increasing students’

medical words as she expressed *“a single- hour for MT course is very short. We need more time”*. In the same line, NT2 said: *“I believe the time given to MT in the nursing programme is not enough and the nursing students need more time to help them to gain a large amount of MTs that are required, or they might face in their nursing subjects”*. NT5 affirmed the same view: *“the duration of MT was unsuitable, and it is a must to be as a compulsory subject in nursing curriculum to help students in coping with their study”*.

ELT1 pointed out: *“it is not appropriate to teach MT as supplementary subject for the new nursing students and for one hour per-week”*. Furthermore, ELT2 mentioned:

“I think one hour for MT course is designed for those students who have a good grounding in nursing English, but the fact is that the majority who enrolled in the nursing college are low level in English... There is a great gap, causing deep trouble”.

Here, ELT 2 explained that the new nursing students had a weak base in English for nursing and MT as they had not been introduced to these subjects during the FYP.

From the interviews of both nursing teachers and nursing students, they indicated that MT is an important element of ENP content as it is the main language of the nursing field and having an appropriate command of MT would help students to be successful academically and in their future work.

Besides the absence of an ENP course at the current nursing college, both nursing students and nursing teachers revealed that MT was taught as a supplementary subject with no marks for attendance or examinations because of the overloaded schedule and the lack of space for MT. Accordingly, the nursing students saw it as

an unimportant subject as they did not have assignments or examinations. Besides, as their nursing teachers volunteered to teach MT every week, and every teacher had a different teaching style, the students felt bored and treated this subject as unimportant.

5.7.2 Impact of ENP knowledge on nursing education

From the previous section, it is clear why some of the NSs did not have an appropriate level of English proficiency as they had not had any basic English for nursing or MT and they were not studying ENP or MT as an additional course. Accordingly, it is understandable that all five nursing students criticised the nursing subjects for being above their English language level. For instance, NS1 indicated to her challenge with the content of the nursing textbooks written in English: *“the textbooks are more suitable for those who have a solid command of general and specific English, which we do not have, and it is hard for me to know”*. Then, NS3 added: *“I cannot understand everything, particularly when I read medical and Latin words”*. Likewise, all the nursing teachers reflected their views about nursing students’ problems to deal with the English content of their nursing programme. For example, NT2 stated: *“the content of nursing courses such as books and handouts were above the nursing students’ English language level and they can’t understand quickly and spend long time to comprehend the information”*. Similarly, one English language teacher (ELT1) explained:

“the healthcare or medical textbooks are designed mainly for students with an intermediate level of English. However, the medical content would be difficult for our students, because it did not generally match their low level of English”.

It is clear from the above views that the content of nursing subjects was challenging

for the NSs as they were presented in medical English that they had not been introduced to during FYP and they did not have an ENP course to prepare them for their current nursing subjects.

Interestingly, NT4 suggested administering a placement test to identify students' levels before introducing them to ENP in order place them in the correct level in order to help them deal with the academic requirements of their nursing programme:

"I think Nursing College with support from ELI should plan to make placement test for the new nursing students before the academic year during summer to identify their English level to place them in the correct level of ENP, in my view by doing this we can assist and prepare our students to cope with their study in nursing subjects".

Moreover, NT1 gave a reasonable advice for ENP implementation:

"adequate amount of English instruction should be provided to nursing students before joining nursing colleges to prepare nursing learners meeting their academic and occupational English language requirements. In my opinion, a course of nursing English should be introduced into nursing curriculum. Practice exercises related to field of nursing should be emphasized".

According to NT3, *"a mixture of both general and nursing English should be included in the first year of nursing education"*. In the same line, ELT 4 said: *"ENP is an essential subject for nursing students and nursing college needs to pay attention for implementing or selecting this course"*. Furthermore, NS5 pointed out: *"nursing English and medical terminology are basic requirements in any nursing school and I wish if they deal with these course as other nursing subjects"*.

From the interviews, the nursing teachers offered different views in regard to making the nursing content easier for the students to deal with. NT4 suggested having an

ENP placement test before joining the nursing college to place the students into the correct level to help them deal with the content of nursing subjects, while NT1 advised having basic nursing English as an introductory course to prepare the students for the nursing content. Furthermore, NT3 thought that designing ENP for the newcomers to the nursing college should involve general English and nursing English to address students' learning needs.

5.7.3 Specificity of content

All interviewees among the three groups acknowledged that ENP content would be appropriate for the nursing students' needs course designers or developers and considered the issue of specificity of the nursing discipline. For example, NS1 expressed: *"the medical terminology and nursing topics in English for nursing is what I need for developing my nursing study"*. Then, NS4 indicated: *"nursing English is new to us, it's about our specialties, it includes all diseases and all what we'll come across in our specialties"*. Moreover, ELT 2 said: *"ENP contents must be related to nursing topics such as diseases and parts of body in order to prepare students for active language use after graduation in their works at hospitals"*. Similarly, NT3 stated: *"if the content and topics in nursing area, sure the nursing students' motivation will be increased, and they will be confident to practice their medical knowledge in English classroom"*.

In the above views, the interviewees described specifics of the content of an ENP course which would meet students' needs and help them develop their English to deal with their nursing subjects.

5.7.4 Specificity of activities

It appeared from the interviews that ENP activities should be directed towards the needs of the nursing students, as NT4 pointed out:

“from my experience in teaching Nursing, I think ENP teaching should not only focus on medical vocabulary acquisition but also on developing communication skills, problem solving, as well as decision making, so that the students would be able to meet both professional and social requirements”.

Moreover, ELT1 added: *“activities need to be based on authentic settings as conversation between nurse and doctor”*. In the same line, NS3 clarified the kind of activities that need to be involved in an ENP course: *“I want exercises to help me develop my English for nursing as if I am in real interaction with nurses and doctors in hospitals”*.

It was clear that all participants thought it was important that the activities of an ENP course should focus on real-life nursing situations in order to motivate the nursing students to practise their nursing knowledge during the ENP course.

Moreover, both the nursing and language teachers showed their understanding of students' way of learning. For example, NT5 commented:

“I observed during teaching my nursing students that they like to work in small groups and I noticed this kind of learning can support in improving their responsibility and developing in decision-making skills specially for future role as nurses”.

In the same way, ELT3 stated:

“teaching in small groups encourage students to think and discuss openly, participate actively without pressures of teachers, develop communication skills

as explaining, asking and answering questions. In fact, these activities provide strong base allowing them to share their nursing knowledge with colleagues confidently”.

Furthermore, NT4 added:

“small group work or group discussions help to deepen students’ understanding of already known ideas and these activities provide strong base allowing them to share their nursing knowledge with colleagues as well as adopt our teaching methods for students’ preferences by using different activities in class”

Moreover, ELT1 encouraged ENP teachers to balance in practising of language skills in the teaching process; she said: “

they need to practice tasks related to developing their sub-skills such as giving presentation and filling out medical forms or writing reports. I think in order to develop language skills and sub-skills, teachers must make balanced between these skills”.

Moreover, NT3 argued:

“our students need to practice exercises in different skills like to know more about reading strategies, as you know they are slowly in reading and understanding, also they need more emphasis on writing activates such as report and note-taking, also they need more practicing and improving in speaking skill with an emphasis on acquiring medical terminology through role play or pair-work”

Moreover, both language teachers and nursing teachers showed their understanding that group-work activities would be a helpful way to develop nursing students’ English skills and sub-skills.

5.7.5 Cooperative teaching

From analysing of interviews, both nursing teachers and language teachers insisted on the importance of cooperative work between teachers of English and nursing tutors in teaching ENP to design an adequate curriculum specifically designed for nursing students.

For example, ELT1 expressed her willingness to cooperate with nursing teachers:

“sure, I will cooperate with them; in fact, cooperation with teachers from other departments will be a great chance for me to develop my teaching as well as develop the students’ skills in their nursing study”. Similarly, ELT2 indicated: *“cooperation between us is required to be approved for the students’ benefits”*. Moreover, NT4 reported the same view: *“if we have English unit in the nursing college I can support the language teachers in providing them with Medical Terminology or any information or recourses in nursing”*.

Attractively, ELT1, ELT2 and NT4 showed their willingness to work cooperatively in designing an ENP course or selecting ENP course materials for the benefit of nursing students, as well as being an opportunity for their own teaching developments.

Moreover, both the five nursing teachers and the five English language teachers pointed to the lack of collaboration in teaching between them, but they showed their readiness to work together in ENP. For example, ELT3 said: *“the English department is separated from the nursing college and we don’t meet them or work with them; if I have the chance to work cooperatively with the nursing teachers, sure I will do”*. Similarly, NT1 expressed her satisfaction for collaboration: *“I wish if we have English unite in nursing school and I am ready to help language teachers in medical*

knowledge...I can give the language teachers simple information about our nursing topics”.

From the interviews, the two groups of teachers were ready to cooperate in teaching ENP, as nursing teachers welcomed the opportunity to provide language teachers with basic nursing knowledge. NT1 suggested that having an English unit in the nursing college would make collaboration easier.

5.7.6 Teachers’ training

From the interviews it appears that all the nursing students had never been involved in learning or training ENP before, as NS1 said: *“I wish to study nursing English; I never had any training in ENP”*. Comment of NS1 showed her motivation to learn ENP.

On the other hand, only one ELT3 used to teach EMP, as she stated: *“I taught EMP for medical students in my country for one semester, but I did not attend workshops or training in ESP”*. Thus, ELT3 clarified that she had a little experience in teaching medical English but she did not have any training for ESP courses.

Moreover, ELT2 indicated: *“I did not receive any training for the teaching of English for Specific Purposes; it’s a good chance in teaching developments”*. Here, ELT2 also showed that she had never had any training in ESP and she expressed her readiness to be involved in ESP training as it would be a source of development for her teaching.

Similarly, NT4 said: *“as nursing instructors, we don’t have any kind of training for teaching English”*. However, NT5 regarded the MT course as a branch of ENP

course: “I joined some workshops in teaching MT and how to teach them. I taught MT for five years and I think MT like ENP course since it concentrated on MT and nursing topics with nursing or medical tasks”.

From the comment of NT5, she confused ENP and MT courses as she understood that they were similar to each other since she thought that ENP included MT and nursing topics. Her confused view could be expected as a nursing teacher since her focus was on the nursing area not English skills.

5.8 Summary of the findings

Data from interviews indicated that the informants of all three groups (nursing students, language teachers and nursing teachers) acknowledged the significance of the English language for the nursing students’ academic studies. Moreover, all the participants considered all the four main English language skills to be very important for the nursing students’ academic studies. For the nursing students, however, reading and writing were seen as more essential than listening and speaking. Moreover, the study found that the English language was considered as important for students’ future careers in healthcare field. The results also revealed that having a fluent knowledge of oral and written English is needed skills of being a successful nursing professional. Moreover, all participants perceived all four language skills as being of equal importance in students’ future careers. They recognized that speaking, listening, writing and reading were all required in the workplace (hospitals and other healthcare areas). Generally speaking, the results of the interviews suggest that an ENP course would be helpful in improving the nursing students’ language ability. The participants agreed that ENP could effectively prepare the nursing students for their academic studies and for their desired careers.

Chapter Six: Quantitative Data Analysis

6.1 Introduction

The questionnaire administered in this study gathered the required data for the identification of the English language needs of the nursing students, as perceived by the three groups of participants: nursing students, nursing teachers and English language teachers. In doing so, the questionnaire items were helped in exploring other features of this study by gaining data from a larger number of participants.

In the beginning of the analysis process, it was important to calculate the overall mean scores for every construct instead of writing about every single item to simplify and shorten the analysis. This is because there were eighty items categorised under nine constructs. In fact, the overall scores for each construct also provided general results and did not highlight the location of the significant differences among the three groups of participants and did not give me the chance to discuss more detailed data. Moreover, items could not be combined because they were not measuring very similar aspects. For that reason, the data needed to be presented for each questionnaire item which was thought to be more meaningful than combining them all by finding the overall mean of all constructs.

6.2 Response rate

The total number of answered questionnaires was 128 although it was expected that more than 128 could be completed out of the 450 questionnaires distributed (see Table 6.1). The number of completed questionnaires in each group was as follows:

1. nursing students (NSs): 62 completed questionnaires corresponding to a response rate of 48.4%
2. English language teachers (ELTs): 41 completed questionnaires corresponding to a response rate of 32.0%
3. Nursing teachers (NTs) 25 completed questionnaires corresponding to a response rate of 19.5%.

Table 6.1: Questionnaire response rates per group of participants

Participants	Number of questionnaires sent	Number of completed questionnaires
Nursing students	150	62
Nursing teachers	100	41
Language teachers	150	25
Total	450	128

6.3 Distribution of Participants' Responses

Participants were asked to complete eighty items with Likert scales on various aspects of their perceptions of an ENP course. The rating scale used to measure attitudes or opinions of the participants to the items in the questionnaire were on the following five point scale: 1 (strongly disagree) to 5 (strongly agree), with 3 being a neutral. The items were tested for normality and was found to be non-normal from the values of skewness that were below zero since the skew value of a normal distribution is zero. In addition, the kurtosis showed a flat and wide distribution, which meant that non-parametric statistics needed to be used. The medians were therefore reported because they are the non-parametric equivalent of the mean. However, as medians often do not show any differences between the groups, the means were

also reported. To reflect on the responses of the participants, and identify the significant differences between the questionnaire responses of the three groups on the items, two non-parametric tests were conducted. Firstly, Kruskal-Wallis (K-W) test was applied to identify the differences in the mean rankings between the groups. The result indicated that there was a significant difference somewhere between the groups and the significance level of the K-W test finding was recorded. Then, to identify the location of the significant differences among the three research groups, a Mann-Whitney U Test (M-W) was conducted for each comparison made. The p-value threshold for significance was less than 0.05 ($p < 0.05$) which indicates that there is a significant difference between the responses of the three groups on the questionnaire. This is in line with the assumption that when p-value is over 0.05 ($p > 0.05$), it means that there is no statistically significant differences between the responses of the participants (Pallant, 2004).

6.4 Output of the analysis

6.4.1 Nursing students' reasons (needs) for ENP learning

Section (5) of the questionnaire investigated RQ2 which showed that the overall median suggested a strong agreement in regards of the needs for ENP learning (see Table 6.2). The results also suggest that each group had a very similar median on the four needs' items of ENP learning for the NSs, which indicates that the three groups generally share similar perceptions of the nursing students' needs for ENP learning. The responses of the participants affirm their views for the need of ENP learning for NSs.

Table 6.2: Overall medians for the needs items in Section (5)

Groups of participants		Results
Nursing student (NS group1)	Median per item	4.6
	N	62
	Interquartile range per item	1.0
	Median	18.5000
Language Teachers (ELT group 2)	Median per item	4.5
	N	41
	Interquartile range per item	.375
	Median	18.000
Nursing Teachers (NTgroup3)	Median per item	4.5
	N	25
	Interquartile range per item	.5
	Median	18.000
Totals	Median per item	4.5
	N	128
	Interquartile range per item	
	Median	18.000

Table 6.3: Medians and means of needs for each item in Section (5)

Learning ENP is needed to:	NS's mean	NS's median	ELT's mean	ELT's median	NT's mean	NT's median	Significant level from K-W test	Location of significant differences of MW test
5a-meet the nursing students' language needs to function successfully in their academic studies.	4.52	5.00	4.59	5.00	4.96	5.00	.000**	NS-ELT=.492 NS-NT=.000 ELT-NT=.001** NT>NS NT>ELT
5b-meet the nursing students' language needs to function effectively in their future career.	4.52	5.00	4.34	4.00	4.76	5.00	.004*	NS-ELT=.082 NS-NT=.038 NT-ELT=.001 NT>ELT
5c-help the nursing students to cope with the content of the nursing textbooks effectively.	4.45	4.00	4.10	4.00	4.32	4.00	.001**	NS-NT=.644 ELT-NT=.016* NS-ELT=.000 NT>ELT NS>ELT
5d-increase the nursing students' learning motivation.	4.50	4.50	4.41	4.00	4.32	4.00	.519	NS-ELT=.398 NS-NT=.316 ELT-NT=.765

Table 6.3 shows that all the three groups of participants believe in the importance of ENP learning to address the nursing students' needs since the participants agreed strongly or agreed on items (5a-5b-5c and 5d) . For example, the K-W test indicated that there was a statistically significance difference between the questionnaire responses of the three groups in item-5b ($p=0.004$). The Mann-Whitney test showed that the statistically significance difference was existed between the NTs and the ELTs($p=0.001$), but the level of agreement was very small between them (see Table 6.3). This finding suggests that the NTs felt more agreement than the ELTs that learning the ENP is needed to meet the NSs' language needs to function effectively in their future career. However, the K-W test showed in item-5d no significance difference between responses of the three groups in terms of their perceptions of the needs for ENP to motivate students' learning ($p<.519$). This result indicates that all the participants believe in the need of ENP learning to increase the nursing students' learning motivation. This analysing suggests that the perceptions of the three groups were relatively close to each other for the need to learn ENP, with strong agreement in favour to learn the ENP for nursing students' academic study.

6.4.2 Readiness for ENP learning

Section (6) of the questionnaire showed that the overall median (3.2) indicated that the majority of the questionnaire responses appeared neutral about nursing students' readiness for learning ENP (see Table 6.4). The analysing of items suggests that the three groups generally were not sure about the students' readiness for learning ENP. However, the individual analysis of items offered different findings with more in-depth details (see Table 6.5).

Table 6.4: Overall medians of Sections 6, 7, 8, 9, 10, 11, 12 and 13

Nursing student or Language teacher or nursing teacher		Total Readiness	Total Problems	Total Success Factors	Total Specificity of Pedagogy	Total Tasks	Total Attitudes: ENP Assessment	Total Attitudes: ENP Materials
Nursing student	Median per item	2.9	3.6	3.5	4.9	4.6	4	4
	N	62	62	62	62	62	62	62
	Interquartile range per item	0.4	.6	.4	1.0	1.0	0	0.2
	Median	14.5000	43.0000	32.0000	59.5000	56.0000	20.0000	24.0000
language teacher	Median per item	3,6	3.6	3.8	4.2	4.1	4	4.2
	N	41	41	41	41	41	41	41
	Interquartile range per item	0.2	.2	.3	.2	.3	.90054	0.2
	Median	18.0000	43.0000	35.0000	50.0000	49.0000	20.0000	25.0000
Nursing teacher	Median per item	3.4	3.9	4.1	4.5	4.5	4	4.5
	N	25	25	25	25	25	25	25
	Interquartile range per item	0.3	.3	.3	.5	.4	0.2	0.5
	Median	17.0000	47.0000	37.0000	54.0000	54.0000	20.0000	27.0000
Total	Median per item	3.2	3.7	3.8	4.5	4.3	4.1	4.3
	N	128	128	128	128	128	128	128
	Interquartile range per item	2.20011	5.14054	2.64248	4.91131	4.66221	0.4	1.91862
	Median	16.0000	43.5000	34.0000	53.0000	51.0000	20.0000	25.0000

Table 6.5 revealed that the majority of the responses selected strongly agreed or agreed that the nursing students' basic English language skills were not enough for the ENP requirements (item-6a) and the nursing students' General English skills need to be developed before advancing to ENP learning (item-6c). Moreover, the great majority of the three groups believed that if the nursing students had an appropriate level of proficiency in General English skills, they would be motivated for ENP learning (item-6b). Besides that, the nursing students and nursing teachers showed their strong agreement for having the ENP course as an obligatory subject in the nursing program (item-6d), while the English language teachers agreed to a lesser extent. Finally, in item-6e, both the nursing teachers and the nursing students disagreed on the idea of introducing the ENP as a supplementary subject in the nursing programme, while the English language teachers appeared not sure about this idea.

For example, the K-W test showed that there was a statistically significant difference between the questionnaire responses of the three groups in item-6b ($p=0.000$). While the Mann-Whitney test indicated that a statistically significant difference was found between the ELTs and NTs ($p=0.001$) and NSs and NTs ($p=0.000$) and by looking at the median (see Table 6.50) of each group on item-6b, it could be noticed that NTs agreed more strongly than both the ELTs and the NSs with the idea that having an appropriate level of General English would motive NSs for ENP learning.

Table 6.5: Medians and means of nursing students readiness for ENP Learning for each item in section (6)

Items	NSs' mean	NSs' median	ELT' mean	ELT' median	NTs' mean	NT's median	Significant level from K-W test	Location of significant differences
6a- Nursing students' basic English language skills are not on a par with ENP requirements.	3.16	4.00	4.54	5.00	4.68	5.00	.000**	NS-NT=.000** NS-ELT=.000** ELT-NT=.254 ELT>NS NT>NS
6b- Nursing students' General English proficiency will motivate them for ENP learning.	4.05	4.00	4.17	4.00	4.60	5.00	.000**	ELT-NT=.001** NS-NT=.000** NS-ELT=.057 NT>NS NT>ELT
6c- Nursing students' General English skills should be developed before advancing to ENP learning.	4.15	4.00	4.54	5.00	4.68	5.00	.000**	NS-ELT=.000** NS-NT=.000** ELT-NT=.213 NT>NS ELT>NS
6d- The ENP course should be an obligatory module in nursing program.	4.69	5.00	4.49	4.00	4.40	5.00	.125	NS-ELT=.037
6e- The ENP course should be a supplementary module in the nursing program.	1.52	2.00	2.73	3.00	1.64	1.00	.000**	NS-ELT=.000** NS-NT=.654 ELT-NT=.000** ELT>NT ELT>NS

6.4.3 Potential problems of ENP implementation

Regarding section (7) relating to the potential problems of ENP implementation, the overall median (see Table 6.4) was 3.7, which indicates that the majority of participants agreed that teaching and learning ENP might encounter problems. However, the individual analysis of the items in Table 6.6 below showed that the great majority of the questionnaire responses (see items 7a-7b-7e-7h-7i-7k and 7l) agreed on the potential problems of ENP implementation. However, all the participants disagreed (item-7d) that the ENP content may be limited to nursing vocabulary. This, therefore, reflected their thoughts that ENP content should go beyond the mere learning of nursing vocabulary. Moreover, the findings of items 7c,7f,7g and 7j showed that the ELTs were neutral (see Table 6.6), which differed from the pattern of the other two groups. This may indicate that the ELTs were unfamiliar with the educational system in the Nursing College.

Taking one example in greater detail, the K-W test revealed that there was a statistically significant difference between the questionnaire responses of the three groups on item-7a ($p=0.000$). The Mann-Whitney tests indicated that statistically significant differences were found between the responses of the NSs and the ELTs ($p=0.005$), the ELTs and NTs ($p=0.005$) and NSs and NTs ($p=0.000$). Looking at the medians and means (see Table 6.6) of each group on item-7a, it can be seen that, while their medians were the same (4.00), the means showed different levels of agreement among the three groups. From Table (6.6), it is clear that the NTs agreed more strongly than the NSs or ELTs that the long length of the ENP course might impact on the nursing students' academic progress.

Generally, the result of Section 7 suggests that the three groups believed that the long length of the ENP course, the limited use of English in daily-life, the qualification of ELTs, the extra work in cooperating between ELTs and NTs, the problems with nursing abbreviations, the large class size and the lack of audio-visual aids would all be problems facing the implementation of ENP.

Table 6.6: Medians and means of Potential Problems of ENP implementation for each item in section (7)

Items	NSs' mean	NS's median	ELTs' mean	ELT's median	NTs' mean	NT's median	Significant level from K-W test	Location of significant differences
7a- The long length of the ENP course impacts nursing students' academic progress.	3.66	4.00	4.02	4.00	4.32	4.00	.000**	NS-ELT=.005* NS-NT=.000** ELT-NT=.005* NT>ELT>NS
7b- Limited opportunities to use English in daily-life affects the usefulness of ENP instruction.	4.05	4.00	4.00	4.00	4.52	5.00	.000**	NS-ELT=.278 NS-NT=.000** ELT-NT=.000** NT>NS NT>ELT
7c- Language teachers may not be qualified for ENP teaching.	3.55	4.00	2.88	3.00	3.16	3.00	.000**	NS-ELT=.000** NS-NT=.032 ELT-NT=.113 NS>ELT
7d- ENP course may be limited to learning nursing vocabulary.	2.85	2.00	2.15	2.00	2.04	2.00	.000**	NS-ELT=.002** NS-NT=.001** ELT-NT=.299 NS>ELT NS>NT
7e- Cooperative teaching between nursing and language teachers may increase teaching workloads on them.	3.60	4.00	4.15	4.00	4.00	4.00	.000**	NS-ELT=.000** NS-NT=.023 ELT-NT=.284 ELT>NS
7f- Cooperative teaching may require bonus in teachers' salaries to be effective.	3.58	4.00	3.39	3.00	4.24	4.00	.000**	NS-ELT=.079 NS-NT=.000** ELT-NT=.000** NT>NS NT>ELT
7g- Nursing terms sound strange in daily	3.60	4.00	3.22	3.00	4.08	4.00	.000**	NS-ELT=.000** NS-NT=.007*

communication because of their Latin origins.								ELT-NT=.000** NT>NS>ELT
7h- Some nursing terminologies may have similar abbreviations indicating various meaning.	3.95	4.00	3.95	4.00	4.32	4.00	.001**	NS-ELT=.560 NS-NT=.001** ELT-NT=.003** NT>ELT NT>NS
7i- The overlapping in nursing abbreviations may cause students' misunderstanding.	4.05	4.00	3.90	4.00	4.32	4.00	.000**	NS-ELT=.106 NS-NT=.001** ELT-NT=.002** NT>ELT NT>NS
7j- The overload of nursing subjects may lower nursing students' ENP learning.	3.26	4.00	2.66	3.00	3.72	4.00	.000**	NS-ELT=.002** NS-NT=.046 ELT-NT=.000** NT>ELT NS>ELT
7k- Large classes size can possibly limit opportunities to practice ENP activities	3.35	4.00	4.20	4.00	4.68	5.00	.000**	NS-ELT=.000** NS-NT=.000** ELT-NT=.001** NT>ELT>NS
7l- Lack of availability of audio-visual materials may impact ENP instruction.	3.68	4.00	4.10	4.00	4.28	4.00	.000**	NS-ELT=.003** NS-NT=.000** ELT-NT=.031 NT>NS ELT>NS

6.4.4 Factors determining success of ENP course

Regarding section (8), relating to the factors determining success of ENP course, the overall median (shown in Table 6.4) was 3.7, which indicates that the majority of participants agreed with these factors (specified in Table 6.7). The Individual analysis of the items in Table 6.7 below showed that the majority of participants agreed or strongly agreed with the listed effects of these factors on the success of ENP. However, there were two exceptions, on items 8f and 8i. For item-8f, both the NTs and the ELTs disagreed that the ENP course should be taught by nursing teachers, suggesting that they believed that ELTs would be better for teaching the ENP course. The NSs appeared neutral on item-8f, probably because they did not know who would be appropriate for ENP teaching. On item-8i again the NSs had a neutral response because they might not know about teachers' decisions to work as volunteers, while the ELTs disagreed with the suggestion that they work cooperatively as volunteers with the nursing teachers in selecting ENP contents. On the other hand, the NTs agreed to cooperate with the ELTs in selecting the ENP content. On item-8i, there was a clear conflict of views between the two groups of teachers.

Table 6.7: Medians and means of factors determining success of ENP course for each item in Section (8)

Factors determining success of ENP instruction	NSs' mean	NS's median	ELTs' mean	ELT's median	NTs' mean	NT's median	Significant level from K-W test	Location of significant differences
8a- Identification of nursing students' needs is important before implementing the ENP course.	4.60	5.00	4.56	5.00	4.84	5.00	.054	NS-ELT=.720 NS-NT=.030 ELT-NT=.021
8b- I should be familiar with the basic knowledge of nursing courses.	4.37	4.00	4.27	4.00	4.80	5.00	.000**	NS-ELT=.280 NS-NT=.000** ELT-NT=.000** NT>ELT NT>NS
8c- I am willing to work cooperatively with nursing teachers.	3.63	4.00	4.02	4.00	3.44	3.00	.000**	NS-ELT=.000** NS-NT=.181 ELT-NT=.000** ELT>NS ELT>NT
8d- Overload of teaching hours hinders me from achieving the course objectives.	3.66	4.00	3.95	4.00	4.04	4.00	.004*	NS-ELT=.016* NS-NT=.006* ELT-NT=.392 NS<ELT NS<NT
8e- ENP course should be taught by language teachers	3.76	4.00	4.12	4.00	4.20	4.00	.000**	NS-ELT=.000** NS-NT=.001** ELT-NT=.395 NS<ELT NS<NT
8f- ENP course should be taught by nursing teachers	3.32	3.00	2.44	2.00	1.76	2.00	.000**	NS-ELT=.000** NS-NT=.000** ELT-NT=.000** NS>ELT>NT

8g- Both nursing and language teachers should be consulted when selecting ENP course's contents.	4.19	4.00	4.49	4.00	4.60	5.00	.000**	NS-ELT=.002** NS-NT=.000** ELT-NT=.379 NS<ELT NS<NT
8h- Nursing students should be involved in selecting ENP course content.	4.32	4.00	4.34	4.00	4.84	5.00	.000**	NS-ELT=.617 NS-NT=.000** ELT-NT=.001** NT>NS NT>ELT
8i- I might work cooperatively as a volunteer with the nursing teacher in selecting the ENP content.	3.44	3.00	2.56	2.00	3.40	4.00	.000**	NS-ELT=.000** NS-NT=.813 ELT-NT=.000** ELT<NS ELT<NT

The reflective values of the opinions of the participants that are highlighted in Table 6.7 above show that most of the mean and median levels are between 4.0 and 5.0, which suggests that participants generally agreed with the factors determining the success of an ENP course.

Nevertheless, the K-W test showed that there was a statistically significant difference between the answers of the three groups on item-8b ($p=0.000$). The Mann-Whitney test indicated that statistically significant differences were found between the NSs and the NTs ($p=0.000$) and the ELTs and NTs ($p=0.000$). The NTs had higher mean reflective values of their opinions than those of the NSs and ELTs, indicating that they agreed more strongly than the NSs and ELTs that familiarity with basic nursing knowledge would be one of the factors of success in teaching and learning ENP.

Another example about the factor of ENP success is item 8a on the identification of nursing students' needs before implementing the ENP course. Here the K-W test showed no significance difference between the responses ($p=0.054$). This result indicates that all the participants believed in the importance of identification of nursing students' needs before applying the ENP course.

Moreover, items 8c and 8i relate to ELTs and NTs working cooperatively. On item 8c, the ELTs showed their agreement with the idea of working cooperatively with the NTs but disagreed with the idea of working as volunteers with NTs in selecting the ENP content (item 8i). Hence, this suggests that ELTs were willing to cooperate in providing the ENP to NTs but wanted to be paid for it.

Furthermore, items 8g and 8h were concerned with who should be consulted when selecting the ENP content. Interestingly, all groups agreed that ELTs, NTs and NSs

were important elements who needed to be consulted and involved in selecting the ENP content. The main point from Section (8) is that the majority of participants believed in the effects of these factors on the success of an ENP course.

6.4.5 Specificity of pedagogy in ENP content

Regarding section (9) relating to the specificity of pedagogy in ENP, the overall median (Table 6.4) was 4.5 which indicates a strong agreement among the participants toward the specificity of the ENP content. However, the individual analysis of items offered different reflection of the participants' opinions with more in-depth details in Table 6.8 below; the results revealed some differences in the median for each group. For example, the K-W test indicated that there was a statistically significant difference between the questionnaire responses of the three groups on item-9.2 ($p=0.012$). The Mann-Whitney test showed that the statistically significance difference existed between the NSs and the ELTs ($p=0.003$), since the NSs' median was 5.0 while the ELTs' median was 4.0. This result suggests that the NSs agreed more strongly than the ELTs that nursing terms should be focused on the ENP content.

Table 6.8: Medians and means of specificity of pedagogy in ENP content for each item in Section (9)

The ENP course should focus on	NSs' mean	NS's median	ELTs' mean	ELT's median	NTs' mean	NT's median	Significant level from K-W test	Location of significant differences
9.1. Communication skills for nursing.	4.61	5.00	4.49	4.00	4.72	5.00	.163	NS-ELT=.212 NS-NT=.348 ELT-NT=.066
9-2- Nursing terms	4.66	5.00	4.37	4.00	4.60	5.00	.012*	NS-ELT=.003** NS-NT=.591 ELT-NT=.066 NS>ELT
9-3- Grammar.	4.65	5.00	4.12	4.00	4.48	4.00	.000**	NS-ELT=.000** NS-NT=.158 ELT-NT=.001** ELT<NS ELT<NT
9-4- Role-play activities.	4.66	5.00	4.22	4.00	4.60	5.00	.001**	NS-ELT=.000** NS-NT=.591 ELT-NT=.013* ELT<NS ELT<NT
9-5- Simulation tasks.	4.66	5.00	4.41	4.00	4.72	5.00	.016*	NS-ELT=.014* NS-NT=.598 ELT-NT=.017* ELT<NS ELT<NT
9-6- Medical abbreviations.	4.66	5.00	4.20	4.00	4.36	4.00	.000**	NS-ELT=.000** NS-NT=.011* ELT-NT=.140 NS>ELT NS>NT

9-7- Job-related skills such as conversation used in performing daily nursing tasks.	4.69	5.00	4.12	4.00	4.80	5.00	.000**	NS-ELT=.000** NS-NT=.318 ELT-NT=.000** ELT<NS ELT<NS
9-8- a variety of medical media such as YouTube.	4.55	5.00	3.76	4.00	4.36	4.00	.000**	NS-ELT=.000** NS-NT=.114 ELT-NT=.000** ELT<NS ELT<NT
9-9- Training nursing students to be critical thinkers.	4.48	5.00	3.80	4.00	4.20	4.00	.000**	NS-ELT=.000** NS-NT=.020* ELT-NT=.010* NS>NT>ELT
9-10- Training students to work as nurses.	4.71	5.00	4.12	4.00	4.56	5.00	.000**	NS-ELT=.000** NS-NT=.183 ELT-NT=.000** ELT<NS ELT<NT
9-11- Reflective writing.	4.55	5.00	4.15	4.00	4.36	4.00	.000**	NS-ELT=.000** NS-NT=.114 ELT-NT=.046 ELT<NS
9-12- Classroom discussion.	4.81	5.00	4.32	4.00	4.28	4.00	.000**	NS-ELT=.000** NS-NT=.000** ELT-NT=.752 NS>ELT NS>NT

The responses reflecting the participants' views which are highlighted in Table-6.8 showed that all participants of the three groups supported the specificity of the pedagogy in ENP content and activities that need to be practiced in ENP classes.

6.4.6 Learning tasks

Regarding section (10) which relates to the learning tasks, the overall median (Table 6.4) was 4.3, which shows a general agreement among the three groups of participants. However, the individual analysis of items offered different results with more in-depth details. In Table 6.9, below, the results showed some differences among the medians for each group. For instance, the K-W test revealed that there was a statistically significance difference between the questionnaire responses of the three groups in item-10.3 ($p=0.002$). The Mann-Whitney test showed that the statistically significance difference existed between the NTs and the ELTs ($p=0.000$), since the NTs' median was 5.0 while the ELTs' median was 4.0. This result suggests that the NTs agreed more strongly than the ELTs that learning through problem solving should be focused on in designing the ENP. However, there was a clear difference in item-10.12 where the ELTs tended to disagree with the idea of using on-line tasks, while the NTs tended to agree with this idea. The Mann-Whitney tests showed that the significant differences occurred between the ELTs and NTs ($p=.002$) and between ELTs and NSs ($p=.000$). Generally, the reflective results highlighted in section 10 showed that all the participants believed in the importance of applying different learning tasks to address the students' needs.

Table 6.9: Medians and means of Learning tasks for each item in Section (10)

Learning tasks should focus on	NSs' mean	median	ELTs' mean	median	NTs' mean	median	Significance level from K-W test	Location of sig diff
10-1 grammar related to specific communicative functions such as requesting, advising, etc.	4.60	5.00	4.12	4.00	4.92	5.00	.000**	NS-ELT=.000** NS-NT=.003** ELT-NT=.000** NT>NS>ELT
10-2 exchanging job-related information	4.58	5.00	4.12	4.00	4.80	5.00	.000**	NS-ELT=.000** NS-NT=.055 ELT-NT=.000** ELT<NS ELT<NT
10-3 solving nursing problems.	4.65	5.00	4.44	4.00	4.88	5.00	.002**	NS-ELT=.040 NS-NT=.029 ELT-NT=.000** ELT<NT
10-4 naming the components of a nursing device.	4.58	5.00	4.02	4.00	4.60	5.00	.000**	NS-ELT=.000** NS-NT=.717 ELT-NT=.000** ELT<NS ELT<NT
10-5 transforming nursing information from one form to another (e.g. chart into text)	4.35	4.00	4.07	4.00	4.56	5.00	.017*	NS-ELT=.048 NS-NT=.191 ELT-NT=.007* ELT<NT
10-6 diagnosing a disease from a list of symptoms.	4.52	5.00	4.15	4.00	4.52	5.00	.002**	NS-ELT=.001** NS-NT=.974 ELT-NT=.008* ELT<NS ELT<NT

10-7 comparing pictures.	4.53	5.00	3.98	4.00	4.64	5.00	.000**	NS-ELT=.000** NS-NT=.362 ELT-NT=.000** ELT<NS ELT<NT
10-8 reading nursing reports written by a doctor in order to take a subsequent action.	4.65	5.00	4.17	4.00	4.80	5.00	.000**	NS-ELT=.000** NS-NT=.160 ELT-NT=.000** ELT<NS ELT<NT
10-9 practising phone-calling for assistance in emergency situations	4.65	5.00	4.37	4.00	4.84	5.00	.000**	NS-ELT=.009* NS-NT=.074 ELT-NT=.000** ELT<NS ELT<NT
10-10 giving instructions on how to operate a nursing device.	4.65	5.00	4.05	4.00	4.44	4.00	.001**	NS-ELT=.000** NS-NT=.080 ELT-NT=.000** ELT<NS ELT<NT
10-11 translating a doctor's advice in a case report to the patient.	4.65	5.00	3.98	4.00	4.60	5.00	.000**	NS-ELT=.000** NS-NT=.694 ELT-NT=.000** ELT<NS ELT<NT
10-12 online tasks which require nursing students to exchange opinions about a nursing issue in a forum.	3.44	3.00	2.93	3.00	3.60	4.00	.000**	NS-ELT=.000** NS-NT=.265 ELT-NT=.002** ELT<NS ELT<NT

6.4.7 Teaching methods

Regarding the teaching methods investigated in section (9), the majority of informants appeared to be in support of the given teaching methods (see Table 6.11) to be used in teaching nursing students, since there was an overall agreement on the eleven items of this section as suggested by the results of the overall median (3.7) on Table 6.10. However, the individual analysis of items offered different results with more in-depth details (see Table 6.11).

Table 6.10: Overall medians of teaching methods for Section (11)

Nursing student or Language teacher or nursing teacher		Total Teaching Methods
Nursing students (group1)	Median per item	3.6
	N	62
	Interquartile range per item	0
	Median	40.0000
Language teachers (group2)	Median per item	3.5
	N	41
	Interquartile range per item	0.2
	Median	39.0000
Nursing teachers (group3)	Median per item	3.6
	N	25
	Interquartile range per item	0.14
	Median	40.0000
Total	Median per item	3.7
	N	128
	Interquartile range per item	2.29546
	Median	40.0000

As illustrated by Table 6.11 below, the reflective results demonstrated that the majority of participants selected strongly agree or agree as their medians were between 4.0 and 5.0, which indicates that the three groups were in favour of applying the teaching methods given in section 11. The K-W test showed that there was a statistically significant difference between the questionnaire responses of the three groups on item-11b ($p=0.000$). The Mann-Whitney test found statistically significant differences between the NSs and ELTs ($p=0.000$) and ELTs and NTs ($p=0.000$) and by looking at level of agreements (see Table 6.11) on item-11b, it could be noticed that ELTs agree less than both the NTs and the NSs with the suggested teaching methods.

However, on items 11a, 11e and 11g, the ELTs expressed neutral views with regards to preferences for teaching methods, while both NTs and NSs agreed on these three items. For example, on item-11a about assigning pages from a book to prepare new lesson, the K-W test showed a statistically significant difference among the three groups ($p=0.000$), and M-W tests revealed that the significant differences lay between the ELTs and the NTs ($p=.000$) and between the ELTs and the NSs ($p=.000$). Thus the NTs and NSs preferred the suggested teaching methods more strongly than did the ELTs. With regards to the items of section (11) of the questionnaire, the NTs appeared to believe more strongly in applying the proposed teaching methods with nursing students to address their learning needs and preferences than did the other two groups.

Table 6.11: Medians and means of teaching methods for each item in Section (11)

The nursing students prefer in my teaching to focus on	NSs' mean	median	ELTs' mean	median	NTs' mean	median	Significance level from K-W test	Location of significant differences
11a- assigning pages from a book to prepare new lessons.	4.00	4.00	3.32	3.00	4.08	4.00	.000**	NS-ELT=.000** NS-NT=.317 ELT-NT=.000** ELT<NS ELT<NT
11b- starting my lecture by revising questions from previous lessons.	3.97	4.00	3.61	4.00	4.12	4.00	.000**	NS-ELT=.000** NS-NT=.072 ELT-NT=.000** ELT<NS ELT<NT
11c- giving nursing students examples from real-life situations.	4.29	4.00	4.27	4.00	4.32	4.00	.931	NS-ELT=.872 NS-NT=.786 ELT-NT=.713
11d- increasing the amount of time for classroom discussion.	4.23	4.00	3.88	4.00	3.96	4.00	.000**	NS-ELT=.000** NS-NT=.089 ELT-NT=.135 ELT<NS
11e- covering my subject material in its specific time.	3.98	4.00	3.15	3.00	4.08	4.00	.000**	NS-ELT=.000** NS-NT=.211 ELT-NT=.000** ELT<NS ELT<NT
11f- using Power-Point to present new lessons.	4.11	4.00	3.85	4.00	4.12	4.00	.004*	NS-ELT=.002** NS-NT=.888 ELT-NT=.028 ELT<NS

11g- switching between Arabic and English for low proficiency students.	3.15	4.00	3.02	3.00	3.88	4.00	.020*	NS-ELT=.544 NS-NT=.018 ELT-NT=.007* NT>ELT
11h- applying pictures.	4.05	4.00	4.05	4.00	4.04	4.00	.987	NS-ELT=.950 NS-NT=.867 ELT-NT=.894
11i- communicative activities such as classroom discussions.	4.13	4.00	4.46	4.00	4.20	4.00	.001**	NS-ELT=.000** NS-NT=.403 ELT-NT=.032 ELT>NS
11j- memorising new information especially medical terms.	4.06	4.00	4.34	4.00	4.20	4.00	.002**	NS-ELT=.001** NS-NT=.062 ELT-NT=.221 ELT>NS
11k- giving students more autonomy in their leaning preferences.	4.06	4.00	4.10	4.00	4.08	4.00	.866	NS-ELT=.587 NS-NT=.793 ELT-NT=.853

6.4.8 Attitudes towards ENP test

Section (12) of the questionnaire investigated the respondents' attitudes towards the ENP test. The overall median (Table 6.4) was 4.0 and the three groups had the same median, which indicates a general agreement among the three groups but without identifying any significant differences statistically. Furthermore, these reflective results indicate that the majority of the three groups shared similar attitudes towards introducing the ENP test to the nursing college.

Table 6.12: Medians and means of attitude towards ENP test for each item in Section (12)

ENP assessment needs to	NSs mean	NS median	ELT mean	ELT median	NTs mean	NT median	Significant level from K-W test	Location of significant differences
12a- give feedback about students' level.	4.18	4.00	4.10	4.00	4.48	4.00	.001**	NS-ELT=.315 NS-NT=.004** ELT-NT=.001** NT>NS NT>ELT
12b- contribute to the effectiveness of teaching.	4.13	4.00	4.05	4.00	4.08	4.00	.604	NS-ELT=.302 NS-NT=.673 ELT-NT=.718
12c- influence language teachers' teaching strategies.	4.18	4.00	3.22	3.00	3.80	4.00	.000**	NS-ELT=.000** NS-NT=.001** ELT-NT=.000** NS>NT>ELT
12d- develop students' learning skills for their future job.	4.11	4.00	4.10	4.00	4.08	4.00	.932	NS-ELT=.818 NS-NT=.735 ELT-NT=.865
12e- help learners use language that meet their academic needs.	4.18	4.00	4.34	4.00	4.44	4.00	.028*	NS-ELT=.059 NS-NT=.012* ELT-NT=.375 NS<NT

As one example, the K-W test showed a statistically significant difference among the questionnaire responses of the three groups on item-12a ($p=0.001$). The Mann-Whitney test indicated that the statistically significant difference was found between the responses of ELTs and NTs ($p=0.001$) and between NSs and NTs ($p=0.004$). Looking at the medians (see Table 6.12) of each group on item-12a, it can be noticed that the views of the NTs were geared towards a stronger agreement than either the ELTs and the NSs on the idea that the ENP test would help teachers in giving feedback about students' levels. It can be concluded from the participants' responses of section 12 that the majority of participants believed that ENP test would be helpful in providing teachers with feedback about students' levels, impacting on teaching methods and developing students' skills.

6.4.9 Attitudes towards ENP materials

Responses to Section (13) of the questionnaire had an overall median (4.3), indicating that the majority of the questionnaire responses agreed (see Table 6.4). This reflective result suggests that the three groups generally were positive towards the ENP materials. However, the individual analysis of items offered different results with more in-depth details (see Table 6.13).

Table 6.13: Medians and means of attitude towards ENP material for each item in Section (13)

ENP material should	NSs' mean	NS's median	ELTs' mean	ELT's median	NTs' mean	NT's median	Significant level from K-W test	Location of significant differences
13a- be selected according to nursing students' level of proficiency.	4.10	4.00	4.41	4.00	4.60	5.00	.000**	NS-ELT=.000** NS-NT=.000** ELT-NT=.147 NS<ELT NS<NT
13b- be job-related for nursing students.	4.21	4.00	4.17	4.00	4.60	5.00	.001**	NS-ELT=.738 NS-NT=.000** ELT-NT=.002** NT>NS NT>ELT
13c-be related to nursing students' learning motivation	4.16	4.00	4.54	5.00	4.44	4.00	.000**	NS-ELT=.000** NS-NT=.006* ELT-NT=.450 NS<ELT NS<NT
13d-be a tailor-made material of cooperation between nursing lecturers and language teachers.	4.24	4.00	4.17	4.00	4.52	5.00	.007*	NS-ELT=.390 NS-NT=.012* ELT-NT=.003** NT>NS NT>ELT
13e-cover language skills such as reading and writing appropriately.	4.26	4.00	4.12	4.00	4.56	5.00	.001**	NS-ELT=.095 NS-NT=.008* ELT-NT=.000** NT>NS NT>ELT
13f -help the nursing student to be autonomous learner.	4.18	4.00	4.24	4.00	4.36	4.00	.191	NS-ELT=.415 NS-NT=.069 ELT-NT=.316

For example, the K-W test showed that there was a statistically significant difference between the questionnaire responses of the three groups on item-13d ($p=0.007$). The Mann-Whitney test indicated that the statistically significant difference was found between the views of the ELTs and that of the NTs ($p=0.003$) and between the opinions of the NSs and that of the NTs ($p=0.012$) and by looking at the medians (see Table 6.13) of each group on item-13d, it could be noticed that NTs strongly more agreed than either the ELTs or the NSs that ENP materials need to be tailored by cooperation between nursing and language teachers. It can be concluded from the result of Section 13 that all participants reflected positive attitudes towards the given items.

6.5 Summary

Generally, the findings of the quantitative analysis reflected the three groups of participants' agreements on the importance of ENP learning.

Chapter Seven: Discussion

7.1 Introduction

This chapter discusses the main results presented in Chapters Five and Six, focusing on important issues derived from the interpretation of the findings in relation to the relevant literature. In order to gain a better understanding of the findings, the discussion is guided by the four questions posed in this study, which were designed to answer the main research question, “What are the perceptions of nursing students, English language teachers, and nursing teachers about nursing students’ need to learn English for Nursing Purposes?”

7.2 The impact of the FYP English language course on preparing nursing students for nursing instruction

This section answers the first research question, which investigates the effectiveness of the FYP English course at preparing nursing students for their studies at the NC. As shown in Chapter Five, the findings from the interviews typically suggest the FYP English language course does not adequately prepare nursing students for their nursing education, due to three main factors: the content, teaching methods, and failure to assess students’ needs. These factors will be discussed in greater detail in the following subsections.

7.2.1 English language course content

Regarding the effectiveness of the English language course content in terms of preparing students for the nursing discipline, all three groups of participants considered the content to be inappropriate for NSs’ academic needs, since topics and activities were irrelevant

to their major. This is reflected on by NS2, who stated, “the lessons are not related to the nursing subjects, they are general.” Similarly, NT1 explained “the English courses do not cover nursing topics and they are not related to the students’ studies or career in nursing. To be honest with you, the FYP did not prepare the students for nursing studies.” ELT1 also mentioned that “the English course was general and did not introduce the students to their desired area in nursing. The current English textbooks neglect nursing issues and basic medical terminology.”

The participants’ views regarding the content of the current English course is that it does not prepare nursing students for their nursing courses in NC, in the way they had expected when joining the FYP. These results support the findings reported by K rkg z (2009), Fadel and Elyas (2015), Fadel and Rajab (2017), and Coskun (2013), that the content of intensive English programmes taught to university students in FYP before they join their desired departments at university does not adequately prepare them for their chosen degree courses offered in the English medium.

Moreover, the irrelevance of content appeared to negatively affect students’ learning motivation, as declared by NT4: “the textbook is not motivating and not relevant to nursing students’ learning needs because it is general English and not related to healthcare issues.” NS3 also indicated her demotivation in respect of the English course in the FYP: “topics and exercises are boring.” ELT5 added that the FYP English language course “might not be interesting for students who plan to study nursing, because the English course in the FYP is more motivating for daily life but not for the nursing specialty.” This result supports the findings of a study by Ghobain (2010) that found the irrelevance of content to students’ learning needs reduces their learning motivation and impacts

students' success.

Despite shared consent among all participants regarding the inability of content to prepare students for their nursing studies, some participants expressed their satisfaction with the effectiveness of the General English course at the FYP, as it helped them to develop their general English language skills and revise the grammatical rules they had studied during different school stages; as NS1 pointed out, "It helped me to develop my language skills and increase my English words." Similarly, NS4 also expressed satisfaction: "it was useful in revising grammar and rules I studied in intermediate and secondary school and to develop other English skills." Furthermore, all the language teachers acknowledged the value of the FYP English course for developing their main English skills, as ELT1 stated: "English courses in the FYP aim to improve the four skills and to build up a good store of vocabulary." Similarly, NT3 mentioned its benefit: "The English course in the FYP could be beneficial in improving students' language skills and vocabulary." These participants' views are in line with Al-Seghyer's (2014) opinion that the FYP English course tends to bring university students up to an adequate level in terms of qualifying them to use English language skills in daily life, and this is not linked to the departmental courses that are offered in the English medium instruction at university. Thus, it could be argued that the general English course has benefits in terms of developing the main English skills of nursing students, and it acts as a source of revision of their school-level English, but does not address the nursing students' needs in terms of learning nursing content. Moreover, the content of the FYP English course is general, due to the fact (see Chapter Two) that the students have not yet specialised in nursing and did not, at that time, know whether they would be accepted to study nursing until they had achieved the required marks in

the FYP.

Furthermore, some students might feel there is no transition phase when they move to the FYP, in terms of the English course, because of the issue of repetition as expressed by NS3: “The English of the FYP repeated the same grammar and exercises we studied in secondary school.” NT3 confirmed that, “the English course is a repetition of what they studied in secondary school.” Students’ dissatisfaction with the English content in the FYP, and the absence of transition and preparation through relevant English content can also negatively affect their progression to their nursing studies at university, as confirmed by the findings stated by Alfehaid (2011). Consequently, their performance may be affected, and they may be unable to achieve the desired level of proficiency for their specialised subjects, as found by Niazi (2012) and Shukri (2008). It can be said that the FYP English course repeats what has been extensively introduced at previous school levels, thereby offering nothing new to students, which decreases their motivation. They are bored with studying grammar and vocabulary delivered through traditional teaching methods, which consequently limits their learning experiences, as confirmed by Ghobain (2014).

7.2.2 Lack of communicative activities

Besides the issue of the irrelevance of content in preparing the students for their nursing studies, all nursing students expressed concerns about the lack of opportunities they were given to practise speaking activities, and mentioned that they had no English communication outside the classroom during their FYP. The interview data revealed that the language teachers focused more on grammar in the English classroom rather than

on speaking practice, and so the students spent a considerable amount of time learning grammar, as NS1 explained: “it [the English course] did help me to develop my speaking and the teacher did not have enough time to practise activities in speaking, as you know we do not practise the language outside of English class ... we study a lot of grammar”. Similarly, NT2 said “in the FYP they [nursing students] do not have the opportunity to communicate in English as in real-life situations and so they hesitate to use English as a language of interaction. As you know, a lot of language teachers focus on grammar and this way of teaching should be lessened and more time should be given to practising study skills and speaking skills to address the students’ needs.” This view is supported by the findings set out by Fadel and Elyas (2015), that suggest the time spent teaching grammar needs to be reduced, and more time should be allocated to improving students’ speaking skills and additional skills to address the students’ learning needs. It is fair to say that Saudi English learners are exposed to grammar tasks and memorise new vocabulary, but that they have little opportunity to practise communicative activities, as found by Al-Seghayer (2014) and Ghobain (2014). Likewise, Rahman and Alhaisoni (2013) claim that the foreign language learning context (the context of this study) results in learners being incapable of expressing themselves spontaneously, or talking about incidents that have occurred outside the classroom. As the FYP students are exposed to English language only during English classes, this indicates that no sufficiently supportive environment is available outside the classroom, due to the busy academic schedules and the variety of subjects taught throughout the day. Consequently, students have little free time outside of class time to reflect on or discuss the nursing lessons learned or to prepare for the next lesson; this finding is supported by Ghobain’s (2010) study. Moreover,

practising communicative activities in the classroom via group discussion or in pairs, or outside of the classroom with friends, provides learners with a safe opportunity to practise, and avoids hesitancy, as indicated by NT2: “in the FYP they [nursing students] do not have the opportunity to communicate in English as in real-life situations and so they hesitate to use English as a language of interaction.” Furthermore, practising communicative activities means students can practise ideas confidently away from teacher pressure, before speaking out and presenting more highly developed ideas and opinions (Yang & Cheung, 2003).

Conversely, ELT2 cited two factors that affect the application of speaking activities in the English classroom; highlighting *“the limited time of lectures and large number of students in the class, sometimes I was not able to practise speaking activities like role play with all students.”* This finding regarding a lack of communicative activities practice is supported by Ghobain’s (2010; 2014) finding that the constructs of time and class size can affect the application of speaking tasks equally across the entire class.

Two teachers mentioned the significance of developing students’ autonomy, which could indicate their rejection of the teacher-led classroom and support for the learner-centred approach. For instance, ELT2 stated, *“I always encourage them to practise English outside of the classroom during their breaks,”* and NT5 mentioned *“I keep encouraging them to speak English with their friends in their free time or when they study or prepare for their lessons.”* The findings reported by Ghobain (2010; 2014) revealed that teacher participants acknowledged the importance of developing students’ autonomy and encouraging them to practise independent learning and additional activities outside the classroom.

7.2.3 Teaching methods

Based on the interview data presented in Chapter Five, the majority of the nursing students expressed their dissatisfaction with the teaching approach applied by teachers' in the FYP, as language teachers adopt a lecturing method for most of the classroom time. This approach to teaching prevents students from being involved in classroom discussion, and makes them passive learners, as explained by NS1: "in the FYP I used to be quiet and I did not participate in discussion. I just listened to my teacher's explanations and followed her instructions to write or answer questions. I wish I could select my best way of learning or tell my teacher my opinion." Similarly, NS4 said "[There was the] same teaching in the FYP English classes and now in our nursing school; teachers did not give us the time to share our information, to finish their lessons on time, and we had to listen to them talk." Both NS1 and NS4's explanations, which are supported by Niazi (2012 and 2014), provide clear evidence that both language teachers and nursing teachers control the lectures by talking for most of the lesson, in order to cover the required content and planned lessons. As a result, the students were passive listeners and unable to share their views or personal information. NT5 demonstrated an understanding of the students' situation, explaining, "I know that the students are accustomed to being passive learners in their English classrooms at school or on the FYP and they cannot participate in a short discussion in or outside of their classes." In NT5's view, the traditional lecturing style used by teachers was a common teaching method during school stages and the FYP, which often led students to have difficulties expressing themselves rendering them unable to use their English language skilfully in their academic studies, or even in situations that commonly arise in daily life, thereby impeding

their motivation.

It noteworthy to recall here that all the language teachers gave a reasonable explanation for applying a teacher-centred approach; for example, in the case of lecturing, they argued that due to the large class sizes, lecturing seemed more effective. ELT3 clarified that certain factors in particular shaped her teaching methods: “the large number of students in the English classroom forced me to centre the teaching process to make my lessons effective. I know that when language teaching is teacher-centred and lecture-based for most of the time the students become bored, but as you know my time is limited and the class size limits my methods of teaching.” ETL3 explained that she tended to control her classroom by talking most of the time to manage the large number of students and to cover the lesson content during the allotted time. Despite knowing that this method of teaching is not interesting for students, she appeared to be committed to her teaching methods, and was either unable or reluctant to change to a different method because of factors relating to time and class size. This result tends to concur with Niazi’s (2014) view that it is difficult to balance between “what is needed” and “what is possible,” since teachers are affected by the abilities of their students, time constraints, and by the number and size of their classes, as well as often being overloaded when marking exams.

From my own experience in the FYP, and based on the findings set out in this research, I agree with Al-Seghayer’s (2011, 2014) and Alfehaid’s (2011) conclusions that the teaching and learning of English in KSA is generally characterised by a focus on knowledge transmission and classroom interaction, which is largely dominated by teachers. This also confirms Brown’s (2016) view that teaching EFL mainly occurs through a teacher-centred transmission model. During English lessons, teacher-fronted

presentations and explanations of new language items dominate, and tend to offer minimal opportunity for student input.

Moreover, looking at NS1 and NS4's points of view, the results suggest they felt deprived of the opportunity to practise English communication in real-life situations, and, consequently, they encountered problems when attempting to use English in interactions. Indeed, all the nursing students mentioned that they were not given sufficient time or opportunities to put their knowledge into practice. According to Al-Seghayer (2014), as a result they could have insufficient English input and fail to fully understand the lesson. Similar to the current findings, Alqunayeer and Zamir (2016) indicated that language learners often seek to improve their general knowledge of the language in order to be able to effectively communicate with the outside world, as they regard inadequacy in using English as one of the main limitations on their success and development. Supporting these findings is the work of Fadel and Elyas (2015), which found that students are rarely exposed to actual interactions in English with their peers, with emphasis instead primarily on rote-learning and the memorisation of grammatical rules and vocabulary without understanding, which has led students to focus on grammatical accuracy at the expense of authentic communication. As a result, students fail to speak fluently or develop the habit of spontaneous speech.

In addition, considering the data from all the interviews with nursing students, this study has revealed that the methods employed by teachers are largely centred on traditional methods, such as the grammar-translation method. This study, therefore, supports Al-Seghayer's (2014) view that English language teachers in KSA mainly apply traditional teaching methods, including engaging students in extensive drills on grammatical rules,

instructing students to memorise vocabulary lists and grammatical rules, answering questions, and making corrections. The use of such traditional teaching methods encourages students to passively concentrate on the teacher's explanations instead of encouraging learners to engage in basic conversations or understand simple oral commands and written ideas (Al-Seghayer, 2011; 2014). For example, NT5 pointed out that "most of our students prefer memorisation and they always ask me to underline the required information for a test, or to give them summaries of each lecture to help them with memorising. Our students prefer to be guided by their teachers and they want everything ready because they like this method of teaching." In this nursing teacher's view, nursing students prefer to be guided by their teachers and to have the information summarised in preparation for memorisation; her students appeared not to be in favour of independent learning. This result is in line with the findings reported by Brown (2016).

Another interesting issue that was highlighted by a small- number of participants, including ELT1, who seemed in contradiction of teacher-centred style and encouraged the use of student-centred approaches to enable students to manage their own learning, since "teachers' role in the English language classroom should switch from a controller to a facilitator, and teachers should be flexible in their teaching style according to students' needs." ELT1's response indicates that she is prepared to adapt to her students' learning styles and to be flexible in her teaching to meet their learning needs; this finding is similar to the findings of Alharby (2005) and Ghobain (2010).

In addition, some students appeared in favour of learning autonomously, as was evident in NS1's view: "I wish I could choose my preferred way of learning or tell my teacher my opinion." This is evidence that students might desire to become independent learners,

and want their teachers to act as facilitators, guides, and moderators by mainly monitoring the class activities. It is thus clear that students tend to support the use of student-centred teaching approaches, confirming the view of Alsubaie (2016).

Moreover, large class sizes can affect teaching methods, as highlighted by the majority of participants, who blamed large class sizes for making it difficult to deliver information, address student needs, accommodate different learning styles, and give all students equal opportunities to participate in activities. For example, ELT4 said:

“Large class sizes affect my way of teaching in that I try to avoid activities that need discussion and reduce the number of exercises that I give to my students. Also, I cannot give individual attention to students who may need it ...sometimes I feel sorry for the students who are not given enough time to participate in the lesson and do not receive enough opportunities to practise the newly taught lesson... you know, it is very hard to be controlled.”

In ELT4's view, the large class sizes affect the quality of her teaching and interaction with her students, as she is not able to pay enough attention to each student. Despite explaining that she felt guilty about being unable to give students enough time to participate in the lesson, ELT4 did not offer any solutions to overcome the issues caused by the large class size; she also appeared to feel negatively about the high number of students in each class. Similarly, NT5 mentioned that “due to the large number of students in classes here in our nursing college or in the FYP, teachers cannot be fair of paying individual attention to the learners and the seating arrangement in rows affects the kinds of activities and teaching methods that can be used.” Here, similar to ELT4, NT5 reflected on her experience of teaching a large class, explaining that she could not pay sufficient attention to individual learners, as there were approximately 150 students in the

class and, moreover, the seating arrangement in the classroom limited the kinds of activities and teaching methods she could employ. This finding is in line with the results reported in Javid's (2011) study.

Moreover, one of the nursing students outlined the effects of large class sizes on the quality of her learning:

"I like to come early to my lecture to sit in the first or second row to focus on the teacher's information, but when I come late I sit at the end of the class and I cannot hear or participate, and the teacher does not care about students who sit at the back because of the large number of students"

This nursing student explained her anxiety to get a seat at the front of the class, because she wanted to understand the lectures and get the teacher's attention. If she has to sit in the back row she feels she will not have the opportunity to get the teacher's attention, and may not be able to hear what the teacher is saying.

Despite the influence of the factors in terms of limited time and class size, according to Shah et al. (2013), teachers try to give equal and effective coverage of the course material to achieve a balance in the teaching of language skills to meet students' needs, and to try to avoid feelings of guilt. Moreover, Mahmoud (2014) explains that, due to the large number of students in each class, it can be hard for teachers to be fair to all students by paying individual attention to all learners, often because there are inappropriate seating arrangements and the students are sat in rows. Thus, to make English teaching more effective and create a more meaningful learning environment creating opportunities for participation and improved instruction, the class size needs to be reconsidered to facilitate the development of students' communicative skills. This can be accomplished

by reducing the size of the English classes to a maximum of 18–20 students per class. The teaching methods currently employed in the context of this study seem to be affected by the large class sizes, which might lead language teachers to focus on imparting knowledge through lectures at the expense of communicative activities. Furthermore, teachers might not encourage their students to ask questions and so have little time for further clarification; therefore, students may not actively engage with the course content. These findings concur with Al-Seghayer's (2014) argument that contextual factors, such as large classes and time restrictions, often encourage teachers to focus on presenting information to learners, rather than giving them opportunities to practise the information given.

7.2.4 Lack of needs analysis

The interview data showed that all three groups expressed the view that a needs analysis (NA) had not been conducted prior to designing the English syllabus or selecting textbooks. As an English language teacher in the ELI, I believe that the lack of NA prevents the provision of essential information, which can facilitate achievement of the English language course objectives. As there has been no NA involving teachers and students, ELT2 explained that “the English language curriculum is not derived from a needs analysis of the FYP students, besides this, our views about the students' needs were not involved in a need analysis process.” This finding is similar to reports by Mahmoud (2014) and Fadel and Rajab (2017).

Furthermore, it can be observed that the objectives of the English curriculum have not been modified for several years, as noted by ELT2: *“the objectives of language teaching*

in our curriculum have not changed for a long time.” The absence of an NA process could be one reason for the failure to update the objectives, as expressed by NT2: “...*neglecting needs analysis means the objectives of language teaching in our curriculum have not changed for a long time.*” In addition, ENT4 highlighted the importance of continuous NA:

“assessment of the needs of students should be conducted regularly, at the beginning of the academic year with the newcomers, during the mid-term, and after passing the FYP, to keep us updated with students’ needs in order that the course developer or selectors set new objectives to address students’ needs.”

Both ENT2 and ELT4 blamed the objectives of the English language curriculum for the fact that the course failed to tackle learners’ needs, and they recommended conducting NA regularly to update the objectives according to students’ needs. Both ELT2 and ELT4 forgot that applying inappropriate teaching methods could potentially affect the outcomes of the course in practice. These findings support those of Boshier and Smalkoski (2002), Caputi et al. (2006), Amaro et al. (2006), Boshier (2010), and Douglas (2010) showing that nursing students felt that the general English content in the FYP did not satisfactorily prepare them for the nursing discipline, because of the absence of student NA.

Moreover, based on a comment made by ELT4, this study emphasises the importance of collecting feedback from the students at the end of the term to obtain their reflections on the English course within the FYP. This might then offer a basis from which to consider revising the English curriculum and to identify students’ needs in English in relation to their desired majors at university. This is supported by Mahmoud’s (2014) findings, which demonstrate that the academic and specific English needs of university students are generally neglected in FYP. If students’ interests and needs are taken into account, this

can enhance their productivity (Hyland, 2006).

Furthermore, developing the English curriculum without conducting a student NA does not allow teachers to appropriately select, implement, and organise instructional materials. Additionally, the curriculum of the FYP does not seem to adequately prepare students for the next level at university, as reported by Al-Seghayer (2014) and Alsubaie (2016), who found that lack of NA leads to a neglecting of learners' needs.

7.2.5 Lack of teacher and student voices

Based on my own experience as a teacher at the ELI, I can state that language teachers are not involved in the design of the English curriculum and that their views about their students' and academic levels and difficulties are often disregarded; consequently, the English language material often does not necessarily match students' needs. For example, ELT 1 said, *"as a language teacher here I do not share in the process of curriculum change, and I do not have any opportunity to express my opinion or be heard before the actual implementation."* ELT 3 confirmed that, *"during all my years teaching English at different levels, I have never been requested to participate in designing a course, or even to evaluate the book I am teaching."* From ELT1 and ELT3's comments, it is clear that an issue exists regarding the lack of a role for teachers in designing courses, despite the fact that they are close to students and understand their needs better than the policymakers or course designers. This result is supported by Mahmoud's (2014) findings that teachers were not consulted in the selection of course content and that course designers proposed the curriculum based on their theoretical vision and not on any real interactions with students or feedback from language teachers.

Furthermore, one of the nursing students expressed a desire to be involved in course design or selection of activities, stating that: *"I want to change the activities and our textbook. I want English class to be full of games. Even when I give my suggestions they are not taken seriously into consideration."* This result is similar to the findings reported in Fadel and Rajab's (2017) study.

To summarise, in regard to the effectiveness of the FYP English course in preparing the current nursing students for their specific discipline, all three groups of participants indicated that the present FYP English course content is irrelevant to students' desired major in nursing at KAU. Moreover, the inappropriateness of the content to nursing students' needs could lead to a decrease in students' learning motivation. Furthermore, it was found that the current FYP English course does not prepare students for their nursing departmental courses in KAU.

Based on the interview data, language teachers appeared aware of the areas of difficulty their students faced and knew what content was appropriate to tackle these areas. In addition, teachers appeared to understand the kinds of topics and activities that interested their students and can therefore integrate them into the syllabus. Hence, teachers' involvement in the course design process can make learning more interesting for their students and facilitate the achievement of the curriculum objectives (Alsubaie, 2016). In the same vein, Belcher (2006) argued that students' voices should be included when it comes to content selection. The present study agrees with Belcher (2006) that students' involvement is required when designing a curriculum to meet their interests and language needs. Similarly, Alsubaie (2016) advises curriculum designers to conduct continuous NA and obtain feedback from both teachers and students to identify learners' needs. Alsubaie

(2016) further argues that the involvement of teachers and students in curriculum design will result in a design that reflects students' needs better than a curriculum based on abstract views that students cannot understand.

7.3 Reasons for ENP learning

This section provides answers to the second research question, which investigates the nursing students' reasons for learning ENP. The interview and questionnaire data collected from all three groups of participants revealed two main reasons for ENP learning: for students' academic studies, and for their future work. This indicates the awareness of all participants about the value of the ENP course in meeting nursing students' needs. Moreover, during the interviews some participants indicated two further reasons: learning ENP for social life, and for postgraduate studies. All these reasons will be discussed in the following subsections.

7.3.1 Academic studies

All the interviewees indicated that nursing students take the ENP course for the benefit for their academic studies, since English is the main medium of instruction in nursing college and appropriate English proficiency is required to understand the content of nursing subjects since all books and nursing literature is available in English. This was indicated by NS1, who stated that "*learning nursing English can help me with my nursing subjects.*" Similarly, NS2 said "ENP prepares me to be successful in my studies." NT4 further explained that "the ENP course can provide nursing students with optimal English skills to facilitate their academic studies." In the same vein, ELT5 expressed "I know the medium of instruction in nursing college is English. In my opinion, English for Nursing

Purposes can be an effective method for nursing students to help their studies.” All of the participants acknowledged the importance of ENP learning to nursing students’ academic studies, as English is the mother tongue of the nursing field. This supports the findings of Javid (2011) and Saragih (2014), who similarly found that all nursing subjects are taught using English materials, such as books, medical literature, nursing journals, and hand-outs. Moreover, Fuller’s (2012) study supports the participants’ views that nursing students are regularly required to read articles in the English language from nursing journals that are published nationally and internationally. Thus, understanding the difficult structures and meaning of nursing texts and the medical terminology (MT) requires an adequate level of English language to be able to understand the English medium instruction in NC.

Moreover, ENP learning would motivate students to transfer and practise their nursing knowledge in ENP classes; for instance, NS1 explained that ENP would help her to *“practise my nursing knowledge in real nursing situations in the English class.”* It also helps students to develop their English skills in order to help them understand their nursing subjects, as NT4 explained: *“the ENP course can provide nursing students with optimal English skills to facilitate their academic studies.”* Similarly, NS2 said *“with English for nursing, my English proficiency and use of different language skills in nursing subjects can be increased.”*

The questionnaire data for items A-C in Section 5 revealed similar results, where the respondents of the three groups were relatively close to each other and demonstrated that ENP is needed to help students to progress in their academic studies and to deal with the content of their nursing subjects effectively (see Table 6.3).

The results of the interviews and the questionnaire reflect the earlier findings of Kurfurst (2005), Hemche (2007), Hull (2006), and Niazi (2012) that English is the language of healthcare publications across the world, with the most notable works in the field of healthcare are acknowledged in English in international journals. Consequently, to understand ideas and information about nursing, nursing students are required to listen to talks and lectures, view multimedia resources, and read a variety of nursing materials in medical or nursing journals and textbooks when preparing for examinations or discussion. Students are also required to write descriptions and reports in simple language, as well as present information orally to their peers. Thus, they need to be familiar with the main scientific concepts and ideas of nursing in English, and relevant medical vocabulary. As such, students are expected to have a comprehensive knowledge of nursing topics, as confirmed in research by Alharby (2005), Shukri (2008), and Javid (2011).

7.3.2 Future career

Beside the vital role of ENP in supporting nursing students' academic studies, all the interviewees showed that ENP is also important for NSs' future work, as mentioned by NS2 "I am sure learning English for Nursing Purposes will be very helpful for my clinical training and work in hospitals because it will provide me with the basic skills for good communication in real situations." NS5 expressed the same view: "of course, English for Nursing Purposes is needed for our studies now and later for work in hospitals." Along the same lines, ELT1 said "The ENP course will support students for their work in healthcare," and NT1 confirmed "learning ENP at nursing school will prepare nursing students for their jobs as nurses." Based on the participants' views, when students

become nurses, English proficiency is still an important part of their job, as it equips them to deal with the challenges and requirements of their work, as found by Kurfurst (2005), Kayi (2008), Javid (2011) Alurashi (2016), and Niazi (2012).

Some nursing teachers pointed out that English is necessary to keep nurses updated with current nursing knowledge; for example, NT2 stated “*familiarity with medical or nursing English keeps healthcare members up to date in their knowledge and ensures they know about new scientific research, conferences, healthcare education, recent studies, and new diseases, which are all published in English.*” This finding is in line with the conclusions of Alfheid (2011) and Javid (2011).

Moreover, ELT5 highlighted an important point, noting that English is not only needed for nursing students, but also for nursing teachers, since “*a nursing teacher must have an advanced level of English proficiency in order to appropriately teach the nursing subjects and to update their nursing knowledge.*” According to ELT5, nursing teachers also need to have an appropriate level of English language proficiency, as they teach in an English medium nursing college; moreover, they need to update their nursing knowledge to teach their nursing subjects. This finding is supported by the results of Fuller’s (2012) study. It is clear from this section that ENP learning is important for students’ in their future jobs as nurses, as well as for the teachers wishing to teach nursing students.

The questionnaire data for item B in Section 5 revealed similar results, whereby the respondents in all three groups were relatively close to each other in terms of demonstrating that ENP is needed to help students to learn appropriately in their future jobs (see Table 6.3). The questionnaire data acknowledged that ENP is necessary for

nursing students' success in their future occupation, so that they can interact with healthcare members effectively. This finding is supported by Setiawati's (2016) study, which identified the vital role of medical English on preparing medical record professionals for their work by acquiring appropriate knowledge of written and spoken English. Setiawati's (2016) results are similar to the current findings that there is an essential requirement to learn and teach English in the medical field, not only for general purposes but also, and more significantly, for students' specific studies and later professional roles. The result of this study is also in line with Khan's (2007) view that students consider English to be a factor that influences their success in their future profession. Generally, the nursing students seemed to understand that learning ENP would provide them with the correct language and study skills for their future jobs. This finding aligns with Khan's (2007) conclusion that students study English to become qualified for their future professional role.

7.3.3 Social life

English is a foreign language in SA and is rarely used with non-Arab patients, as most patients and nurses speak the same first-language (Arabic). However, the English language that nurses will need in the nursing profession is not only ENP, as in some situations they will need to use GE for social-life and daily interactions with non-Arab workers or patients, as found in studies by Ghobain (2010; 2014). Interestingly, some of the participants indicated a need to use English language to communicate with non-Arabic speakers. As NT1 explained, *"when we speak with foreign patients, we need usual English [...] for both sides; nursing areas and general life."* NT4 added, *"as you know, most patients in Saudi hospitals speak Arabic, but Saudi nurses need general English to*

communicate with foreigners who cannot speak Arabic.” The participants in Ghobain’s (2010; 2014) studies similarly revealed that medical English is helpful for communication where there is a need to translate or transmit information between patients and doctors. In other words, nurses will explain the medical symptoms of Arabic patients to non-Arabic doctors or nurses and would then translate the information given by non-Arabic patients from general English to medical English for doctors or nurses. In this situation, as described by Javid (2011), Saudi nurses can be the voices of patients when explaining their medical situation.

Based on the discussion in Section 7.2.2, it can be concluded that the participants’ views about using English for social-life arise due to students’ lack of socialising with native-speakers of English, largely because speaking activities are neglected in the FYP. Moreover, in their future work, NSs will depend on their knowledge of medical English to fulfil their nursing duties and will seldom interact with non-Arabic speaking patients, as most of the patients in Saudi hospitals speak Arabic. Hence, for this reason, NSs feel the need to use social English to explain health conditions to foreign patients in an informal conversation since medical terms may otherwise seem unclear to non-specialists or patients.

Moreover, and interestingly, some of the interviewees emphasised the importance of English for communicating with everyday general staff, such as administrators in hospitals, or to communicate with staff who cannot speak Arabic with their non-Arabic colleagues from different units. For instance, the medical language used in intensive care differs from that used in X-ray units. In light of NT4’s comment that “Saudi nurses need general English to communicate with foreigners who cannot speak Arabic,” it is argued

that having a good command of the English language could be helpful in establishing a strong relationship across healthcare members as indicated by Alharby (2005), Khan (2007), and Ghobain (2014) that good communication among team workers can promote wellness, improve the quality of work, and avoid medical mistakes.

7.3.4 Postgraduate studies

The two groups of teachers and three nursing students spoke about the importance of NSs' need to learn ENP to support them in pursuing their postgraduate studies abroad in foreign countries; i.e. in the UK or the US. For instance, NS4 said *"for my Master's and Doctorate, I need medical and nursing English when I go to foreign countries like Austria or the USA."* Similarly, ELT5 emphasised the importance of ENP to assist nursing students wishing to complete their postgraduate degrees abroad, as *"learning ENP will help them with their postgraduate studies here in our nursing school or in obtaining their Master's or PhD from overseas, such as in the UK."* NT3 similarly stated that, *"nursing English can provide students with the basic and necessary English skills for their postgraduate study."* These comments confirm that learning ENP is important for nursing students, as it provides them with the necessary language and study skills to them successfully complete their postgraduate degrees. This is supported by the findings of Alharby (2005), Javid (2011), and Niazi (2012) that learning medical English can be a significant factor in helping students carry out their postgraduate studies.

7.4 English language skills required for nursing students

This section aims to answer RQ3 with regard to the most important language skills needed by nursing students. As revealed in Chapter Four, reading, writing, and MT are the skills most needed by nursing students in their academic studies, while speaking and listening are the most important for their future work. Based on these results, this section discusses two issues: (1) language skills for study, which include writing and reading; and (2) skills for work, which include speaking and listening.

7.4.1 Language skills for study: present needs

7.4.1.1 Reading skills

As highlighted by all the research participants, nursing subjects demand a significant amount of reading and understanding, which causes a challenge for nursing students, since they must spend their limited study time reading a large volume of literature while looking for what is most relevant or needed for their nursing subjects. NS1 explained, “I think reading is the most important because in my nursing subjects I need to read a lot to understand the required knowledge from our textbooks and the teachers’ hand-outs.” This confirms the findings of several researchers, such as Wang et al. (2008) and Amaro et al. (2006), that lack of reading skills can negatively impact on their study time, since they might choose to concentrate on one subject and neglect others. As a language teacher, I have observed that a lack of reading proficiency can create difficulties for nursing students during tests, especially where there is hidden information and long and complex sentences; this often causes them to read questions several times to comprehend the intent of the question. This finding is also noted by Lujan (2008) and Bosher and Bowles

(2008), who found that ESL nursing student participants spent a long time struggling to understand what exam questions were asking from them.

Furthermore, NT1 explained that, *“from my teaching experience with nursing students, I believe reading is the most required skill now in nursing college.”* Similarly, NT3 explained that *“reading is a major skill required for nursing knowledge and it is an effective source of medical information for the nursing students in their learning.”* In the interviews with English language teachers, they shared similar views to the nursing teachers. For instance, ELT5 said *“for the nursing students, reading and writing are more important than speaking and listening,”* and further clarified thus, *“students need to read their nursing subject textbooks and other related references to meet their academic studies requirements.”* It is evident that there is a belief in the need to develop reading skills in order to understand information that is widespread among the three groups of participants, since the majority of nursing course materials, books, and hand-outs are published in English. As a result, reading skills can impact on students’ development in nursing subjects. This finding is consistent with Fadel and Elyas’s (2015) claim that readers can identify the links between their own background knowledge and the information in a text. Moreover, I agree with Shukri’s (2008) view that reading well is a basic requirement for learning writing, because it helps increase the vocabulary required to express ideas for a specific purpose. According to the findings of this study, reading skills are a key factor influencing nursing students’ writing skills, and there was a consensus among all the participants that insufficient reading ability can impact on nursing students’ academic progress.

7.4.1.2 Writing skills

Based on the results presented in Chapter Five, all three groups of participants indicated that writing comes second when prioritising required skills for nursing studies, as indicated by NT3: *“reading is the most necessary skill in their current nursing studies, then writing... the nursing students always need to write in English in their assignments and tests.”* ELT5 clarified that, *“in theory, all four skills are very important... but in practice, for the nursing students, reading and writing [are most important].”* ELT5 explained the reason for the need to master writing skills as, *“to write in quizzes and final exams.”* NS1’s view on writing corresponds with the opinions of both ELT5 and NT3, as she confirmed that, *“for writing, it is important, especially for assignments and examinations, and to write short paragraphs about some nursing topics.”*

From the interviewees’ comments, nursing students need to master writing skills to fully integrate nursing materials, and to learn how to paraphrase, prepare assignments, and answer exam questions. This is supported by Shukri’s (2008) and Alfahaid’s (2011) findings that Saudi medical students need to be able to write appropriately to express their ideas in examinations and assignments. In addition, the results of the present study are similar to those of Niazi (2012; 2014); i.e. they note that medical students are required to use writing skills to complete different tasks; i.e. taking notes, answering exam questions, and writing assignments during their academic and professional careers.

7.4.2 Language skills for work: target needs

7.4.2.1 Speaking skills

As shown in the discussion in Section 7.1.2, opportunities to practise speaking are lacking in the FYP, and all nursing students indicated that the practice of speaking skills is neglected in the NC, because all the nursing teachers and administrators there are Arabic speakers, as confirmed by NS5: *“it was less important for speaking with the teacher because all our teachers are Arabs.”* This finding is similar to those reported by Ghobain (2014).

Moreover, all the nursing teachers mentioned that they switched between Arabic and English during their lectures to explain nursing ideas or MT. NT3 explained, *“They [nursing teachers] seldom speak English in nursing lectures because they can all speak Arabic with us if they cannot speak English, but they need to comprehend the medical words in English.”* Accordingly, the nursing students typically feel comfortable communicating with their nursing teachers in Arabic, and do not exert significant efforts to develop their speaking skills during their studies at the NC, as explained by NS1: *“I would like to speak English, but our nursing teachers do not encourage us to speak English very much and they use Arabic to help us understand. This is why I think it is not important to use it [English] in the nursing college with our teachers because all our nursing teachers this year are Arabs.”*

Moreover, the nursing teachers pointed out that the interactive skills of the nursing students can gradually develop during their clinical training and work, because a majority of healthcare professionals do not speak Arabic, so they are forced to communicate with

them in English (Ghobain, 2014). Based on nursing teachers' interviews, and as expressed by NT5, *"speaking and oral communication will be improved during their training and work in hospitals."* Based on NT5's comment, she appeared less worried about speaking skills because nursing students have the opportunity to spend more time with foreign nurses, while conducting their nursing duties during clinical training at hospitals. Hence, their English skills, especially speaking, can be developed while on placement at a hospital because nursing students become more accustomed to interacting with other nurses in English.

Unsurprisingly, all nursing teachers seemed to believe that all four main English language skills would play a significant role in students' nursing careers, as NT1 explained: *"in the medical or nursing profession, all English skills are equally important, because failure to understand medical procedures, read requests, give instructions and so on will cause serious problems."* Similarly, NT5 said, *"they are all very important. A medical person should be well-informed in all these skills, and lack of English proficiency in any skill can lead to problems in our work."* This finding is in line with the findings set out by Niazi (2012) and Javid (2011).

However, English language teachers placed more emphasis on speaking and listening skills, reflecting the views of students. For instance, ELT3 said *"for working at hospitals, I can say both speaking and listening are the most important... they have to talk and listen to the instructions of the doctors and other nurses."* NS5 also stated, *"all English skills are important in the hospitals where we are going to work. In the healthcare field, where the language is English, speaking is the most important skill..."* The similarity among ELTs and students' views in giving speaking more priority in the work context could arise from

the fact that ELTs do not work in the nursing field and NSs have not yet started their nursing work in a hospital. This finding is supported by Fuller's (2012) conclusion that nursing students have the same views as language teachers with regard to English skills, as they have not yet experienced working life, or faced real world situations in hospitals.

7.4.2.2 Listening skills

As presented in Chapter Five, the majority of NSs and ELTs indicated the importance of listening skills, as well as speaking skills for future work, to be able to communicate with nurses in hospitals. As ELT3 explained, *"both speaking and listening skills are vital,"* because *"they have to talk and listen to the instructions of the doctors and those of other nurses."* NS5 stated *"in the hospitals where we are going to work, in the healthcare field, where the language is English, speaking is the most important [skill], followed by listening, because you need to understand what your foreign colleagues are saying, especially for nursing-tasks."* In this study, speaking and listening skills were found to be most important in regard to a future job in the healthcare sector, in order to understand and speak English confidently and with fluency with non-Arabic speakers. This finding is in line with that of Alqunayeer and Zamir (2016), whereby the majority of learners considered listening and speaking skills to be more essential for their future careers.

Moreover, all the NSs explained that they are unable to understand their teachers' lectures when nursing-subjects are explained in English, especially the MT, as NTs notice their inability to understand and switch to Arabic to facilitate students' understanding. This was confirmed by NT3: *"They [nursing teachers] seldom speak English in nursing lectures because they all can speak Arabic with us if they cannot speak English, but they need to*

comprehend the medical words in English.” This finding supports the conclusions reached by Shakya and Horsfall (2000) and Wang et al. (2008), who found that inadequate listening skills are among the main language problems that students have difficulties with, especially in terms of following or understanding teachers in lectures or class discussions; accordingly, teachers switched to their first-language to facilitate understanding.

In fact, nursing students do not need speaking and listening skills at all while studying, because all NTs speak their first language (Arabic) and the students do not make sufficient effort to understand them when they speak in English. However, the NTs commented that during clinical-training, or when they start working, NSs have more opportunities to practise their listening skills, so that misunderstandings in their communications with co-workers can be reduced. To this end, Setiawati (2016) suggested strategies to develop listening skills and to overcome misunderstandings, and avoid mistakes while working in hospitals in order to guarantee patient safety.

7.5 Appropriateness of ENP for nursing students

This section provides answers to RQ4, which investigates the factors that need to be considered to render ENP appropriate for NSs. This topic varied from the other research questions in that it revealed more extensive issues, and resulted in the questionnaire needing to be used to collect more detailed information about the needs of NSs regarding ENP in the curriculum. Hence, this section discusses four main issues: specificity of content, teaching methods, the role of ENP teachers, and cooperation. All these issues were considered by the participants important in making ENP learning appropriate for the NSs.

7.5.1 Toward ENP specificity

Based on the interview and questionnaire data, the findings showed that all three-groups of participants appeared aware that the selection and compilation of ENP-content must be carefully conducted based on a NA, in order to plan a curriculum that is appropriate and meets the specific needs of NSs. Doing so would address the immediate needs of NSs by developing effective curriculum components, tailored to their current level of proficiency, by designing special activities and content according to students' needs, interests, proficiencies, and knowledge. The next subsection discusses the issue of specificity of content, which includes activities and MT.

7.5.1.1 Specificity of content

All the interviewees in the three groups acknowledged that ENP-content should be relevant to NSs' needs, by considering the specificity of the nursing discipline. For example, NS1 expressed, "the MT and nursing-topics in ENP is what I need for developing my nursing studies." Moreover, ELT 2 stated, "*The ENP-content must be related to nursing topics, such as diseases and parts of body, in order to prepare students for active language use after graduation in their work in hospitals.*" Similarly, NT3 commented, "*if the content and topics are in the nursing area, the NSs' motivation will be increased, and they will be confident practising their medical knowledge in the English classroom.*" This finding corresponds to reports in research on the medical-content of English courses by Niazi (2012), Alfehaid (2011), and Fuller (2012).

Moreover, in Section 9 (Item 6) of the questionnaire, all the participants agreed that medical abbreviations are an important component of the ENP-content. This finding

supports the conclusion reached by Shukri (2008) that the medical content (such as diseases) in an English course can allow students to practise their medical knowledge.

From the interviews and questionnaire data, it can be concluded that all the participants acknowledged the importance of the specificity of ENP content that includes medical-abbreviations, nursing-topics, and medical-terms, as a way to meet students' needs and help them develop their English and understand nursing-subjects.

7.5.1.2 Activities

Regarding the effectiveness of the ENP activities, all three-groups of participants revealed in their questionnaire responses, that the activities need to meet NSs' academic needs in regard to their nursing studies. The participants' attitudes, as reported in Section 10 of the questionnaire, reflected common agreement in regard to engaging in different kinds of activities, such as the problem-solving approach, transforming nursing information from one form to another (changing charts into text), job-related tasks, and practising communicative tasks (phone-calls). This result is similar to Niazi's (2014) finding that ENP activities should adequately prepare students for their nursing-courses in terms of developing their English skills and qualifying them to practise their nursing knowledge in ENP classes, as they are in real nursing-situations.

Furthermore, the interviewees highlighted diverse activities that need to be included in an ENP-course to meet NSs' needs. For example, NT4 stated that ENP activities need to concentrate on "...developing communication skills, problem-solving, as well as decision-making..." Moreover, ELT1 added that "activities need to be based on authentic settings, as conversation between nurse and doctor." Similarly, NS3 clarified "I want exercises to

help me develop my English for nursing as if I am in real interactions with nurses and doctors in hospitals.” This finding is similar to what was reported in a study by Alfehaid (2011), as all interview participants indicated the importance of ENP activities that focus on real-life nursing situations, problem-solving, and decision-making, in order to motivate NSs to practise their nursing knowledge during the ENP-course.

Furthermore, the questionnaire responses for Section 10 showed that all the participants agreed on the importance of specificity of activities in the ENP-course, for example giving instructions on how to operate a nursing device, and applying doctors’ advice in a case report to a patient. These findings support those of Alharby (2005) and Javid (2011).

Moreover, both the NTs and ELTs demonstrated an understanding of students’ preferences for learning through small-groups or discussion-groups, as clarified by NT5: *“this kind of learning [small-groups] can help in improving their responsibility and developing their decision-making skills, especially for their future role as nurses.”* Similarly, ELT3 explained that *“teaching in small groups encourages students to think and discuss openly, participate actively without pressure from teachers, and develop communication skills such as explaining, asking, and answering questions. These activities provide a strong foundation, allowing them to share their nursing knowledge with colleagues confidently.”* NT4 reiterated the views of NT5 and ELT3 about the effectiveness of small-groups and group-discussion, and suggested that teachers *“adapt our teaching-methods to students’ preferences by using different activities in class.”* This finding is similar to what was reported in studies by Alharby (2005), Shukri (2008), and Javid (2011).

Moreover, both ELTs and NTs demonstrated an understanding that using different kinds of activities would be a helpful way to develop NSs' English skills. ELT1 clarified the importance of applying different activities in developing English-skills, stating that students *"need to practise tasks related to developing their sub-skills, such as giving presentations and filling-out medical forms or writing reports."* Similarly, NT3 explained that *"students need to practise exercises in different skills, for example to know more about reading strategies, as they are slow at reading and understanding. They also need more emphasis on writing activities, such as report writing and notetaking, and more practice and improvement in speaking skills, with focus on acquiring MT through role-play or pair-work."* Considering the participants' views on the ENP activities, it can be concluded that ENP activities can encourage students to practise their nursing knowledge situationally as they would in real-life contexts. As advised by Brown (2016), this can be achieved through developing essential study-skills such as note-taking, summarising, guessing the meaning of words from context, and interpreting graphs and diagrams (Fuller, 2012), in order to cope with the demands of nursing-study. This is further supported by Evans and Green (2007) and Zhu and Flaitz (2005).

As revealed by the interview and questionnaire data, all the participants believed that applying various ENP activities and encouraging the use of preferred learning-styles, such as pair/group work, would increase NSs' language production and learning motivation. Furthermore, these activities would provide the NSs with a safe opportunity away from teacher pressure to practise ideas before speaking out or writing, leading to the further development of students' ideas (Yang and Cheung, 2003; Brown, 2007; Richards, 2006). Moreover, the study results confirm those reported by Hutchinson and

Water (1987) and Robinson (1991) that integrating the ENP-content with appropriate activities, such as stimulus activities, can engage NSs' thinking-skills and increase their opportunities to use their current nursing knowledge and skills.

7.5.1.3 Medical terminology

As shown in Chapters Five and Six, all three groups of participants indicated that MT is one of the features that makes ENP-content specific to the nursing area, and that including MT is essential to facilitate NSs' understanding of nursing-subject content and apply their MT in ENP classroom. This might contribute to developing NSs' language-skills, as argued by Rogan, San Miguel, Brown and Kilstoff (2006) and Fuller (2012). MT has been suggested by the participants of present study as necessary content of ENP for NSs, alongside other language-skills. As Fuller (2012) highlighted, NSs regularly express concerns about MT, since they are aware of its importance to their learning success.

During the interviews, the majority of the interviewees acknowledged the importance of understanding the meaning of MT in order to use it appropriately in nursing-situations. For example, NT1 clarified that "recognising the meaning of MT can help NSs to understand what is being discussed in lectures or written in their books." Thus, it is apparent that understanding the meaning of MT will help NSs understand their nursing-subjects. Studies by Niazi (2012; 2014) have shown that MT is important for medical students' studies, since understanding the meaning of MT helps them make the most of their study time as they are able to read faster and write more easily during examinations.

The responses to questionnaire Items 2 and 6 of Section-9 showed that all the participants believe that MT and medical abbreviations are important aspects of the specificity of ENP-

content. The participants agreed on the importance of MT in making the ENP-course appropriate to meet NSs' needs. This finding is in line with a study by Alfehaid (2011), which confirmed MT as the main content to be considered when designing a medical English course.

Besides the role of MT in helping NSs to understand nursing-subject content, having a good command of MT prepares them for their future work. As NT5 explained, "MT is a special language for nurses and doctors, and we must master MT well, because if a nurse in the medical-field is not familiar with medical-terms, they will make medical mistakes and might lose their job or even put patients' lives in danger." Appropriate use of medical or nursing English mainly concerns using the correct medical terms in different medical situations to complete specific job-related tasks during training or work, such as diagnosing diseases, daily morning rounds, and prescribing medications. NT5 also highlighted an important issue; i.e. that poor MT can lead to medical mistakes that could affect patients' safety; this finding is supported by Fuller (2012).

Despite the fact that the MT course is a required subject for nursing, all NTs and NSs highlighted the need to disregard MT, since it is taught as a supplementary subject without credits, because of a lack of time available in the nursing-curriculum and schedule. As NT3 explained, "MT is an essential course for the NSs, but we have full timetables for that, they have organised it as an optional subject every Thursday for one hour [...]; the students do not attend it because, as I told you, there are no rewards for attendance". Moreover, NS5 indicated her low-motivation, and described MT as a "boring lecture, with no marks for attendance." In the same vein, NT5 affirmed that, "the duration of MT is unsuitable, and must be a compulsory subject in the nursing-curriculum to help students

cope with their studies.” From the interviews with both NTs and NSs, it was clear that MT is an important element of ENP-content, as it is the main language used in the nursing-field, and having an appropriate command of MT will help NSs be successful academically and in their future work. This finding corresponds with the conclusions of Fuller (2012) and Niazi (2012).

Besides the absence of an ENP-course at the NC under study, both NSs and NTs revealed that the MT is taught as a supplementary-subject with no marks for attendance or examinations, because of the overloaded schedule and the lack of space for MT. Accordingly, the NSs viewed it as an unimportant subject as there were no assignments or examinations. Moreover, as different NTs volunteered to teach MT every-week, and every teacher had a different teaching style they found it hard to follow.

7.5.2 Teaching methods

During the interviews, all the NTs explained that they teach the nursing-content in English but need to apply a code-switching strategy, because their students frequently fail to understand them when they lecture in English. Code-switching helps teachers to convey information in the classroom, since Arabic is the first language of both NSs and NTs, as clarified by NT3: “They seldom speak English in nursing lectures because they can all speak Arabic with us.” ELT5 also expressed the same view: “they rarely need to speak in subject lectures. In these lectures, they need to comprehend the teachers’ speech and the Arab teachers always switch to Arabic to help them understand and save them time.” This finding confirms that of Ghobain (2014), that when medical-teachers share the same first language as their students, they can switch to this language to help them understand

medical-subjects.

All the responses to Item-G of Section-11 in the questionnaire showed common agreement about switching between using Arabic and English for low-proficiency students to aid their understanding of nursing-subjects. This finding supports the conclusions of Shukri (2008) and Fuller (2012) about using students' first language to help them understand medical content.

When NTs recognise NSs' unique and preferred approaches to classroom learning, they are able to incorporate supportive strategies that stimulate NSs' learning, as found by Fuller (2012) and Niazi (2012). Moreover, code-switching is a helpful strategy for NSs who face difficulties over understanding nursing-content and who exert extra effort and time to get through the reading for their studies during examination time, especially in the first year of nursing, as was the case for the student participants in this study. The NTs expressed the view that using nursing students' first language made it easier for them to convey medical-information and to clarify that their lectures met the students' needs during the first-term of the first academic-year, as they become accustomed to English as a medium of instruction in the NC.

7.5.3 Teacher training

As revealed by the interview and questionnaire data, the majority of the ELTs and none of the NTs had received ESP teacher-training. From the interview data, it appears that none of the ELTs had been involved in ENP-training, as expressed by ELT3: *"I did not attend workshops or training in ESP."* Despite the fact that ELT3 taught EMP, she stated *"I taught EMP for medical students in my country for one-semester."* It is clear that ELT3

had little experience teaching medical English, and had received no training for ESP courses. ELT2 also said *“I did not receive any training for the teaching of ESP; it is a good chance for teaching development.”* Here, ELT2 revealed that she had never received any training in ESP but expressed willingness to be involved in ESP training as it would be a source of professional development. Similarly, NT4 confirmed her lack of experience or training in teaching English: *“we do not have any kind of training for teaching English.”* This result is in line with the findings reported by Ezza and Aljarallah (2015), Fadel and Elyas (2015), and Alqurashi (2016), who all highlighted ELTs’ willingness to be involved in ESP-training to meet NSSs’ learning needs as well as to develop their own teaching experience.

The responses to questionnaire Item-C in Section-7 and Items B, E, F, and G in Section-8 suggested that ELTs would be more appropriate for teaching ENP than NTs, and that for ELTs to be qualified for ENP teaching they must have a basic knowledge of nursing, including MT, as confirmed by Fuller (2012). Moreover, both NTs and ELTs should be involved in selecting and designing ENP-content.

This means that ESP teachers must not only teach but also be involved in curriculum design, as it was pointed-out by Hutchinson and Waters (1987), and Swales (1985), that in addition to the normal role of a language-teacher, the ESP teacher tends to deal with syllabus design, and materials development or adaptation. Besides that, the subject-teacher needs to be included in the process of selecting and designing content because they are experts in their specialisms, as supported by Shukri’s (2008) findings.

From the previous point, it can be concluded that, as Robinson (1991) explains, flexibility

is a key quality for an ESP teacher wishing to change from being a GE teacher to a specific purposes' teacher so as to cope with special groups of learners and perform a variety of tasks in different contexts. The ESP teacher's role involves many additional responsibilities in comparison to GE teachers (Ortega, 2004), since they must be researchers, collaborators, and have a substantial awareness of the scientific or academic content of learners' courses (Dudley-Evans & St. John, 1998). Furthermore, ESP teachers must be flexible and interested in the activities of the discipline in which the students are involved. Moreover, teachers should be willing to be challenged and provided with sound knowledge, both theoretical and practical, to empower them to make correct decisions that lead to a successful contribution of ESP education to medical-students' development (Hwang, 2011).

7.5.4 Cooperative teaching

As demonstrated by the interview and questionnaire data, both NTs and ELTs expressed their willingness to work cooperatively when designing and teaching ENP-material. Analysis of the interview-data reveals that both NTs and ELTs stressed the importance of cooperative-work between ELTs and NTs when teaching ENP to design an adequate curriculum specifically for NSs. For example, ELT1 expressed her willingness to cooperate with NTs: *"sure, I will cooperate with them; in fact, cooperation with teachers from other departments will be a great chance for me to develop my teaching as well as develop the students' skills in their nursing-studies."* Similarly, NT4 expressed her readiness to cooperate with ELTs: *"if we have an English unit in the NC, I can support ELTs by providing them with MT or any information or resources in nursing."* This finding confirms that of Shukri (2008) regarding the readiness of ELTs and medical teachers to

cooperate in designing an EMP course.

Both ELT1 and NT4 expressed their willingness to work cooperatively to design an ENP-course or select ENP course materials for the benefit of NSs, as well as seeing this as an opportunity for their own teaching development. The interviews showed that the two-groups of teachers were ready to cooperate in teaching ENP, as NTs welcomed the opportunity to provide ELTs with basic nursing knowledge. NT1 suggested that having an English unit in the NC would make such collaboration easier.

The responses to questionnaire Items E–F in Section-7, Items C–I in Section 8, and Items C–G in Section-11, indicated that cooperative-teaching is welcomed by teachers from the two departments, despite the fact that cooperative-teaching would increase the workload for both ELTs and NTs. Accordingly, there should be a bonus paid for their cooperation with other departments. Some teachers seemed unwilling to work as volunteers, and this is their right, as cooperative teaching would overload their teaching schedule; they should be paid a bonus for cooperative teaching. In addition, both groups of teachers agreed to design home-materials and to be consulted about selecting content. This finding supports Shukri's (2008) view that teachers should be rewarded for their cooperation when designing an EMP-course.

When tutors from diverse units cooperate in teaching, they can exchange new information and establish new relationships with other teachers, which contributes to their teaching development and meeting students' academic needs, as suggested by Shukri (2008), Fuller (2012), and Niazi (2012). When NTs cooperate with ELTs in designing relevant content for ENP material, the ELT in return transfers the essential language knowledge

and skills to the NT; as a result, they are able to produce new knowledge that is relevant to the NSs' needs (Shukri, 2008; Niazi, 2012).

In the interviews, both the ELTs and NTs raised the issue of teachers' cooperation and appeared to understand the benefits of this kind of teaching. It is clear from this study that when teachers from different departments cooperate, they can establish new communicative relationships among departments, as they share knowledge and select materials to effectively address their students' problems. In such a situation, when an ELT refers to a NT, they might be seeking to comprehend the meaning of certain content, or may need references to increase their content knowledge. Similarly, when ELTs are discussing language problems, NTs can become more aware of these and other problems, and might highlight them in their classes. Therefore, by helping each other, both departments will be supporting learners to practise English with clear objectives and relevant content to both meet NSs' ENP needs in their nursing-education, and enhance the teachers' own professional-development. At the same time, when teachers collaborate, they can learn from each other and reflect on their strengths and weaknesses as teachers, which contributes to their professional development (Hyland, 2006; Fuller, 2012). Shukri (2008) emphasised the significance of cooperative-teaching to developing the English language skills of the students, which will also impact their studies in medical-subjects.

The author here agrees with Shukri's (2008) claims that medical students can better understand lessons when there is cooperation between language and medical units. Through cooperation between the two departments, students can enhance their understanding of nursing-subjects, although problems can arise when two faculties

collaborate (Spanos, 1989). ELTs who wish to incorporate subject-matter from other curricular areas within their classrooms are affected by perceived time constraints and the difficulty of integrating specialist content within a language programme. The author agrees with Spanos' (1989) assertion that the implementation of a special course established through cooperative-instruction requires well thought through decisions in terms of both teacher training, and the adaptation and development of materials.

Chapter Eight: Conclusion

8.1 Introduction

This chapter presents a summary of the results and answers the main research questions. In addition, the chapter highlights the limitations of the study and its contributions at the theoretical and practical levels. It also discusses some of the significant implications regarding how to improve ENP practices in the NC of KAU.

8.2 Summary of the main findings

The purpose of this study was to explore NSs' need for an ENP-course from the perspective of NTs, ELTs, and NSs, in order to be able to recommend an ENP-course for NSs in the NC at KAU in Jeddah, SA. To this end, a mixed-methods approach was applied to answer four research questions. The data was gathered using two instruments, semi-instructed interviews and questionnaires, with three different groups of informants: nursing-teachers and nursing-students from the NC, and language-teachers from ELI in the FYP at KAU. Both qualitative and quantitative data was collected to obtain appropriate information about the need to introduce an ENP-course for NSs. The qualitative data was analysed using a computer and thematic analysis to identify themes in the participants' responses. Then, the quantitative data was analysed statistically using SPSS-V.24. The overall findings of the study can be summarised as follows:

- The GE courses taught to the NSs during the FYP before the NC were irrelevant to the NSs' academic needs in terms of preparing them to the nursing field in NC.
- The overall findings led to a recommendation to introduce an ENP-course in the NC, as the current proficiency levels of NSs are inadequate to meet their present

and future language needs in terms of their study and work in the nursing-field.

- The study revealed that literacy-skills (reading and writing) are more important for NSs' academic studies than oral-skills (speaking and listening). On the other hand, oral-skills are more important for NSs' professional work.
- When new learners join the NC, they face numerous language challenges in terms of reading, writing, speaking, and listening skills and need to expend more effort in understanding the MT.
- The study also suggests that if an ENP-course is presented to NSs, the materials used should be relevant to the nursing-field. ENP-courses should provide assistance for NSs in their nursing-studies; this is only possible when ENP-courses are specifically designed to focus on NSs' needs within the nursing environment.

8.3 Implications for ENP practice

The overall findings support the recommendation for an ENP-course in the NC, as the existing proficiency-level of NSs is inadequate to meet their language needs in the nursing-field. This study suggests the need for an ENP-course to be introduced in the first year of NC. The study further indicates that NSs are aware of the importance of nursing English in their field and can differentiate well between GE and ENP, and regard ENP as more important than GE. One factor supporting the need for an ENP-course is that when new entrants join the NC, they face numerous linguistic problems regarding English language in nursing-education. This requires additional effort on their part to understand nursing-terms. It thus takes them a long time to adapt to the specific linguistic demands of nursing-education. If they are taught a course in English prior to or simultaneous to becoming formally involved in nursing-studies, they may be better able to deal with

linguistic challenges. The content of both GE and nursing English would assist them in performing their nursing-studies more proficiently and accurately. The ENP course will provide additional support for NSs to perform nursing-studies that is only possible when the course is specifically designed to meet the NSs' needs. The majority of respondents confirmed that the content of English taught in the FYP to NSs before joining the NC is inadequate to prepare them to meet their academic and occupational English language needs. This study represents a starting point with regard to an NA of NSs in the NC of KAU with the recommendation of an ENP-course for its implementation in the NC. Based on the previous discussion, and in support of Niazi's (2012; 2014) findings in relation to medical-students, this study recommends the introduction of an ENP course in the nursing-curriculum in the NC under study, to better meet the students' needs.

Moreover, introducing the ENP-course would support NSs in their academic-studies by giving them opportunities to practise English in a variety of activities related to the nursing area, as well as helping them to understanding lectures, participate in question and answer settings, discuss nursing issues, present oral reports, learn MT, read nursing textbooks or nursing-journals, write assignments, go through textbook details, and confidently pass oral and written exams. Moreover, based on the views of some researchers, such as Hyland (2006), Shukri (2008), Alfahaid (2011), and Niazi (2012), the ENP-course must include content from both GE and nursing English to provide the NSs with the necessary assistance to fulfil their academic and professional needs. Furthermore, ENP-content should address all four language skills and sub-skills to an appropriate level, according to the NSs' needs, as suggested by Niazi (2012).

This study proposes the introduction of EANP-courses from the first year of the nursing

programme in the NC. Moreover, these EANP-courses can be introduced as professional or preparatory courses prior to NSs actually beginning their nursing-studies, similar to Niazi's (2012) suggestion for medical-college. Moreover, this study is in line with Hyland's (2006) view regarding the specificity of content in ESP courses and supports the idea of nursing-specificity as a signature-pedagogy for nursing (Long et al., 2012). This is because, as suggested by Baker (2000), the specificity of nursing content can help NSs adapt to actual nursing situations in the NC when they practise their nursing knowledge in ENP-class as if they were in real nursing situations. Furthermore, the author agrees with Long et al.'s (2012) argument that integrating the problem-based approach in ENP would be a helpful method of enhancing the NSs' English skills, encouraging them to practise stimulating activities as in real nursing situations and enhancing their self-confidence and problem-solving abilities by focusing on nursing knowledge. Therefore, problem-based learning (PBL) should be encouraged through effective techniques that develop NSs' language skills and motivation levels (Baker, 2000; Long et al., 2012).

Moreover, the findings of the present study have revealed that the content of the English instruction given to NSs in the FYP before joining the NC is inadequate to prepare them for their nursing-studies, because of insufficiently designed NA. Thus, the researcher supports the suggestion by Fadel and Elyas (2015) that a NA should be carried-out for the FYP students to explore their ESP needs before joining their desired specialties at university.

Furthermore, this study is in agreement with the suggestion by Shukri (2008), Alfihaid (2011), Niazi (2012), and Fadel and Elyas (2015) that trained ELTs should be recruited for ESP teaching, such as ENP, for nursing-students. This is because untrained ELTs

may not be as successful in terms of providing effective teaching and learning in ESP contexts. Furthermore, an ENP training programme for ELTs can be established through cooperation among nursing specialists and ESP practitioners in the nursing-field to ensure that current ELTs become familiar with key concepts and knowledge in the nursing environment and, thus, can contribute to designing and implementing the ENP curriculum. For example, Shukri's (2008) findings support the results of the current study that suggest cooperative teaching between NTs and ELTs, with the support of NC and the ELI department, is essential for successful ENP course design. A robust collaboration between ELTs, English language text material designers, ESP practitioners, NTs, nursing administrators, and other related groups in the nursing discourse community is necessary to reach a mutual consensus in this regard.

The findings of the present study reveal the need for ample research in the field of ENP in SA at various levels, and thus for designing specific English courses that could be taught in NCs prior to admission to an NC. However, it could be a potential issue for policymakers to design nursing English materials and courses in pre-nursing education at the FYP-level, due to certain financial and logistical constraints. Similarly, training instructors in nursing English at this level may not be viable, especially when there are inadequate resources available to improve the situation of ESP in SA. Hence, it appears to be more appropriate to initiate specific nursing English training courses in NCs where a specified number of students qualify for admission on merit.

An ENP Research Centre can be established in liaison with the ELI and Higher Education Commission of SA to support in the design and teaching of an ENP course. The FYP students may have different English language needs in a NC; thus, conducting a

placement-test to place NSs to the correct level of the ENP-course would be helpful in addressing their academic needs. Moreover, the related language contents of the ENP curriculum could be devised taking into consideration the individual English language needs of the students according to their respective levels of study in NC. The ENP-course should incorporate GE content to provide students with due assistance in terms of learning ENP to fulfil their academic and occupational needs. Both GE and nursing English should start in the first year of NC. These courses can be introduced as professional or preparatory courses prior to NSs beginning their nursing-studies. Further formal NA research could be conducted to explore specific areas regarding NSs' language needs for an appropriate design of the ENP-course. ESP research on a larger-scale can be conducted at different levels where ESP practitioners (i.e., teachers and researchers) can keep regular records of the academic and occupational needs of NSs related to English language. This practice may help with devising future teaching plans and task ideas for the design of effective course contents. Professors of nursing can assist in providing materials (e.g., books, journals, and magazines) for adapting different strategies. The findings suggest that there are similarities and dissimilarities between the academic and professional needs of NSs; therefore, language courses should be tailored to prioritise the individual needs of the learners, keeping in view the different stage/s of their nursing careers. Their individual needs can differ according to their various and multiple roles (e.g., as student, teacher, trainee, practitioner, and administrator etc.) in the nursing discourse community. Thus, in this situation it is essential to implement an ENP course in the NC of KAU as a matter of urgency.

The above suggestions have been in the light of the findings of this study. However, there

could be practical constraints on the implementations of these suggested changes. For example, in a top-down leadership structure, it is not easy to transform the existing practices as the process of change involves too many stakeholders and their institutionally-connected interests. Bureaucratic education systems may not apply the research findings to improve pedagogical practices and enhance institutional outcomes until and unless there are funded research projects which have a central goal to achieve. Therefore, the findings related to the introduction and implementation of the new ENP program and their implications may not appeal the top leadership to transform the existing system in the nursing department of KAU.

Secondly, the government has cut back the budget of higher education institutions due to economic recession in the KAU, which can have a strong impact on the realization of the suggested plan. Thirdly, there is a serious lack of trained staff to introduce or develop an ENP curriculum, train ENP teachers and devise appropriate assessment methods. Hence, suggestions related to ESP trained teachers, teacher trainers and ENP based curriculum seem a daunting task in this context. Lastly, there could be social, cultural and institutional constraints that might influence the suggested plan and hinder the process of bringing the ENP program at current nursing college at KAU in line with the international standards. For instance, a program designed in a different cultural context (i.e. in another country), might not be applicable or suitable for a different context (e.g. the Saudi context).

8.4 Directions for further research

The current NA has played a significant role in the NC at KAU, identifying various opportunities for further NA research in other nursing contexts at different levels, ranging

from second year to fifth-year NSs. Moreover, the results may be generalisable to the language situations of other NCs in SA located in different regions of the country, and comparisons can be drawn between them. Additional research is recommended to explore different angles, both in academic and professional nursing-fields. Moreover, different aspects of ESP curriculum-development could be considered in further studies by Saudi ESP researchers, such as course design, materials development, and teaching methodologies (Brown, 2016). However, before such training is initiated, it is necessary to carry-out further research to design specific materials and methodologies.

The requirements to adequately improve different skills and sub-skills can be explored on a larger scale. Further NA research can be conducted to explore specific areas of the language needs of NSs for the suitable design of an English language course. ESP research can be conducted on a larger-scale, countrywide, where ESP practitioners (i.e., teachers and researchers) can keep regular records of the academic and occupational needs of NSs in terms of English language. This practice may help when devising future teaching plans and designing effective course content. Professors of nursing can also help in providing materials (e.g. publications, periodicals, books, journals, and magazines) for adapting to different strategies.

A problem-based learning model could also be explored and evaluated within the field of nursing. In order to conduct further NA studies in academic and professional nursing-fields, case studies can be carried-out, engaging learners in real nursing situations and enabling them to use English as a source of communication. Since NA is a continuous process (Graves, 2000; Hutchinson and Waters, 1987; Nunan, 1988), further research could be conducted after the implementation of an ENP course in order to keep updated

with possible future changes related to the NSs' needs.

This research has provided both quantitative and qualitative data with reference to the specific needs of NSs in their academic and professional fields. In the future, different groups of participants should be researched in this regard; in the present study, NSs from the second to fifth years of the NC were not included in the study. In further research, their needs could be identified to investigate the extent to which their language needs coincide with the findings of this study. In the same regard, further research could be made regarding the needs of nursing trainees, NTs, and other health-professionals who interact with NSs and doctors in their studies, clinical-training, and professional careers.

If an ENP course is implemented following this NA study, it can be evaluated through further research to investigate the relevance and efficacy of its content and to identify the methodology to be followed. Moreover, research can be conducted to explore the specialised knowledge of ENP instructors and their training materials. In addition, additional NA research of literacy versus oral skills in the ENP context could be conducted in future research.

8.5 Limitations of the study

The data for the current study was collected in one nursing-college only; therefore, future studies exploring the ENP needs of a larger-number of students in numerous NCs are needed. Furthermore, the homogeneity of the sample in this study in terms of the age, level of proficiency, and field of study of the students may have affected the validity of the results. It would be interesting to conduct the same study with a sample with various characteristics to enhance its reliability, possibly generalise the results, and increase the

trustworthiness of the findings. Also, despite the fact that the findings of this study were significant, other variables and factors were not considered in the investigation, such as the teachers' experience or students' gender. This study was a small-scale investigation of the English language needs of female students only and did not consider male students, due to restrictions related to the university policy and the gender segregation in SA education system. Another limitation of this study is that it did not investigate the perspectives of other stakeholders, such as the administrative employees.

In this study, the lack of data from policymakers is noted as an important limitation of the study, as considering their views could be helpful in ENP implementation. By taking into account policymakers' views via different sources, such as interviews and questionnaires, it would be possible to explore policymakers' rationale for the absence of ENP teaching in NC. Moreover, involving them as participants would be helpful to identify their intentions and expectations regarding the introduction of an ENP course in NCs by understanding their aims when planning the ENP syllabus and its anticipated implementation.

8.6 Concluding remarks

Nursing students have different reasons to learn English at the NC. They need English in their academic and professional situations to deal with diverse tasks (e.g. to understand lectures, read books, speak to foreigners and for presentations). With the globalisation of English that has acquired the status of lingua franca in the international nursing settings. A large number of nursing students go to foreign countries in pursuit of higher-education and training, where the special means of communication and learning is English. This situation is a realist case of ENP course recommendation. There have been no courses

of English established in NC at KAU despite the strong needs of nursing students. One of the reasons could be the non-availability of ENP teachers and specialised training. If the students of nursing are taught a course of English for academic and occupational nursing purposes during their first years of study in the NC, their satisfaction and performance level can be improved to a great extent in the later years of their nursing study. The students are required to have appropriate proficiency in English in their professional life, as knowledge of English enables them to deal with their professional challenges. The content of English taught to the nursing students during the FYP before commencing their nursing studies is not adequate to cope with their academic and occupational needs in nursing education. In addition, the general English course is not aligned with needs of nursing students. An ENP course is in high demand and requires attention of KAU and related nursing advisory bodies for its urgent implementation in the NC of KAU. The ENP contents and methods should be further researched by carrying out more needs analysis studies. Finally, ENP course is not just teaching the four English language skills, but it tends to develop the communication skills, increase the medical terminology and involve different areas of nursing such as taking medical history of patients. The ENP course focuses on practicing authentic activities that are based on nursing situations to make the ENP course relevant to the nursing students' needs and to increase their motivations.

References

- Ahmad, D. J. (2012). Theoretical framework and growing demand of ESP in Saudi Arabia. *Archives Des Sciences*, 65(5), 114-120.
- Al-Badwawi, H. S. Q. (2011). *The perceptions and practices of first year students' academic writing at the Colleges of Applied Sciences in Oman*. PhD thesis, University of Leeds.
- Alfadly, H. O. (2003). The English Language Teaching Situation in Yemen: A Case Study. *Bulletin of Higher Education Research*, (2)1, 12-14.
- Alfehaid, A. (2011). *Developing an ESP curriculum for students of health sciences through needs analysis and course evaluation in Saudi Arabia*. Doctoral dissertation, University of Leicester.
- Alharby, M. (2005). *ESP target situation needs analysis: The English language communicative needs as perceived by health professionals in the Riyadh area*. Doctoral Dissertation, Graduate Faculty, the University of Georgia.
- Al-Hazimi, A., Zaini, R., Al-Hyiani, A., Hassan, N., Gunaid, A., Ponnampuruma, G., & Davis, M. (2004). Educational environment in traditional and innovative medical schools: A study in four undergraduate medical schools. *Education for Health-Abingdon-Carfax Publishing Limited*, 17(2), 192-203.
- Al-Humaidi, M. (2007). *English for Specific Purposes: Review of Literature*.
- Alhuqbani, M. (2005). A survey of the English language needs of police officers in Saudi Arabia. *Proceedings of Imam Muhammad Bin Saud University Conference on Languages and Translations: Realty and aspiration*.
- Al-Kabbaa, A. F., Ahmad, H. H., Saeed, A. A., Abdalla, A. M., & Mustafa, A. A. (2012). Perception of the learning environment by students in a new medical school in Saudi Arabia: Areas of concern. *Journal of Taibah University Medical Sciences*, 7(2), 69-75.
- Almulhim, A.M. (2001). *An English language needs assessment of Saudi college-of-technology students with respect to a number of business sectors in Saudi Arabia*. PhD dissertation, University of Mississippi.

- Alqunayeer, H.S, and Zamir , S . (2016). Needs Analysis of Saudi EFL Female Students: A Case Study of Qassim University. *Journal of Curriculum and Teaching*, 5(1), 87-104.
- Alqurashi, F. (2016). English for Medical Purposes for Saudi Medical and Health Professionals. *Advances in Language and Literary Studies (ALLS)*, 7(6), 243-252.
- Al-Saadat, A. E., & Al-Braik, M. S. (2004). Assessing the Roles of Teachers and Supervisors of English as a Foreign Language in the Reform of English Language Curriculum in Saudi Arabia. *Scientific Journal of King Faisal University*, 5(1), 197 – 214.
- Al-Seghayer, K.S. (2011). *English teaching in Saudi Arabia: Status, issues, and challenges*. Hala.
- Al-Seghayer, K. S. (2014). The actuality, inefficiency, and needs of EFL teacher-preparation programs in Saudi Arabia. *International Journal of Applied Linguistics and English Literature*, 3(1), 143-151.
- Alsubaie, S. (2016). ESP in Saudi Arabia: A Need for Active Community. *International Journal of Language and Linguistics*, 3(5), 107-111.
- Amaro, D.J., Abriam-Yago, K., & Yoder, M. (2006). Perceived barriers for ethnically diverse students in nursing programs. *Journal of Nursing Education*, 45(7), 247–254.
- Anthony, L. (1997). English for Specific Purposes: What does it mean? Why is it different. *On-CUE Journal*, 5(3), 9-10.
- Anthony, L. (1998). Defining English for specific purposes and the role of the ESP practitioner. *Center for Language Research 1997 Annual Review*, 115-120.
- Anthony, L. (2007). The teacher as student in ESP course design. *International Symposium on ESP & Its Applications in Nursing and Medical English Education*. Kaohsiung, Taiwan, 70-79.
- Arani, A.J. (2005). Learning strategies of English medical terminologies in the students of medicine. *English for Specific Purposes*, 1-10.
- Baker, C.M. (2000). Problem-Based Learning for Nursing: Integrating Lessons from Other Disciplines with Nursing Experiences. *Journal of Professional Nursing*, 16(5): 258-266.

- Barnard, R. & Zemach, D. (2003). Materials for Specific Purposes. In B. Tomlinson (Eds.) *Developing Materials for Language Teaching* (pp. 306-323). London: Continuum.
- Barron, C. (1992). Cultural syntonicity: co-operative relationships between the ESP Unit and other departments. *Hong Kong Papers in Linguistics and Language Teaching*, 15, 1-14.
- Basturkmen, H. (2003). Specificity and ESP course design. *RELC Journal*, 34(1), 48-63.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Springer.
- Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL quarterly*, 40(1), 133-156.
- Benesch, S. (1996). Needs Analysis and Curriculum Development in EAP: An Example of a Critical Approach. *TESOL Quarterly*, 30(4), 723-738.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Bennek, P., Tanner, C. A, and Chesla, C. A.(2009). *Expertise in Nursing Practice: Caring Clinical Judgment, and Ethic*. New York, NY: Springer.
- Benner, P., Sutphen, M., Leonard, V., and Day, L. (2010). *Education Nursing: A Call for Radical Transformation*. San Francisco, CA: Jossey-Bass.
- Birbili, M. (2000). Translating from one language to another. *Social research update*, 31(1), 1-7.
- Blackie, D. J. J. S. (1979). Toward a Definition of ESP. *ELT Journal*, XXXIII (4), 262-266.
- Bosher, S. (2010). Acquiring Discipline-Specific Literacy in a Second Language: A Case Study of an ESL Nursing Student. *Taiwan International ESP Journal*, 2(2), 17- 48.
- Bosher, S., & Bowles, M. (2008). The Effects of Linguistic Modification on ESL Students' Comprehension of Nursing Course Test Items. *Nursing Education Perspectives*, 29(3), 165-172.
- Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development:

- Designing a course in health-care communication for immigrant students in the USA. *English for Specific Purposes*, 21(1), 59–79.
- Braun, V. and Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brindley, G. (1984). *Needs Analysis and Objective Setting in the Adult Migrant Education Program*. Sydney: Adult Migrant Education Service.
- Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In Johnson, R. K (Eds.), *The second language curriculum* (pp. 63-78). Cambridge: Cambridge University Press.
- Brown, H.D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed). White Plains, NY: Pearson/Longman.
- Brown, J. D. (1989). Language Program Evaluation: A Synthesis of Existing Possibilities. In R.K. Johnson (Eds.), *The Second Language Curriculum* (pp. 222-241). Cambridge: Cambridge University Press.
- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. New York: Heinle & Heinle Publishers.
- Brown, J. D. (2016). *Introducing Needs Analysis and English for Specific Purposes*. Oxford: Routledge.
- Bryman, A. (2004). *Social Research Methods* (2nd ed). Oxford: Oxford University Press.
- Brysman, H., & Burgess, R. (1999). Qualitative research methodology: A review.
- Creswell, J. (2006) *5 Qualitative approaches to inquiry*: http://www.sagepub.com/upm-data/13421_chapt4.pdf
- Burgess, R. G. (1984) *In the Field*. London: Allen & Unwin.
- Canon-Diehl, M.R. (2009). Simulation in Healthcare and Nursing: State of the Science. *Critical Care Nursing Quarterly*, 32 (2) ,128-136.
- Caputi, L., Engelmann, L., & Stasinopoulos, J. (2006). An interdisciplinary approach to the needs of non-native speaking nursing students. *Nurse Educator*, 31(3), 107-111.
- Carter, R., and Nunan, D. (Eds). (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

- Celce-Murcia, M. (Eds.). (2001). *Teaching English as a Second or Foreign Language*. Boston: MA: Heinle & Heinle Publishers.
- Chambers, F. (1980). A Re-Evaluation of Needs Analysis in ESP. *The ESP Journal*, 1(1), 25-33.
- Chan, E. A. (2008). Evaluating Narrative Pedagogy in Nursing Education in Hong Kong. *Nursing Science Quarterly*, 2 (3), 261-267.
- Chick, N. L., Haynie, A., & Gurung, R. A.R. (2012). (Eds.). *Exploring more signature pedagogies: Approaches to teaching disciplinary habits of the mind*. Sterling, Virginia: Stylus Publishing, LLC.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York: Routledge.
- Coskun, A. (2013). An Investigation of the Effectiveness of the Modular General English Language Teaching Preparatory Program at a Turkish University. *South African Journal of Education*, 33 (3), 1-18.
- Creswell, J.W., and Miller, D. (2000). Determining Validity in Qualitative Inquiry. *Theory into Practice*, 39 (3), 124-130.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L. & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori and C. Teddlie (Eds), *Handbook on mixed methods in the behavioral and social sciences* (pp. 209-240). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2007). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. and Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. (2nd Ed). Thousand Oaks, CA: Sage.
- Crystal, D. (2003). *English as a Global Language*. (2nd Ed.). Cambridge: Cambridge University Press.
- Cunningsworth, A. (1983). Needs analysis-A review of the state of the art. *System*, 11(2), 149-154.
- De Escorcia, B. A. (1985). ESP and Beyond: A Quest for Relevance. In R. Quirk & G. Widdowson (Eds.). *English in the World: Teaching and Learning the Language and Literatures* (pp.228-237). Cambridge: Cambridge University Press.

- Denscombe, M. (2007). *The Good Research Guide: For Small-Scale Social Research*. Maidenhead: New York Open University Press.
- Denzin, N. K., & Lincoln, Y. S. (1998). *Collecting and interpreting qualitative material*. Thousand Oaks, CA: Sage.
- Denzin, N. K., and Lincoln, Y. S. (2000). Introduction: The Discipline and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.). *Handbook of Qualitative Research* (pp.1–28). Thousand Oaks, CA: Sage.
- Diekelmann, N. (2001). Narrative Pedagogy: Heideggerian Hermeneutical Analysis of Lived Experiences of Students, Teachers and Clinicians. *Advance in Nursing Science*, 23 (3), 53-71.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Douglas, D. (2010). This won't hurt a bit: Assessing English for Nursing. *Taiwan International ESP Journal*, 2(2), 1-16.
- Dudley-Evans, T. (1998). An Overview of ESP in the 1990s. *The Japan Conference on English for Specific Purposes Proceedings*. Aizuwakamatsu: Aizu University (Center for Language Research).
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Evans, S. (2000). Hong Kong's New English Language Policy in Education. *World Englishes*, 19(2) ,185-204.
- Evans, S., & Green, C. (2007). Why EAP is necessary: A survey of Hong Kong tertiary students. *Journal of English for Academic Purposes*, 6(1), 3-17.
- Ezza, E and Aljarallah, N. (2015). EAP as an Index of Academic Excellence in Medical Studies at Majma'ah University. In K.A. Hamdan (Ed.), *Teaching and Learning in Saudi Arabia: Perspectives from Higher Education* (175-289). Sense Publishers, Rotterdam.
- Fadel, S. & Elyas, T. (2015). ESP Needs Analysis to Integrate a Scientific Reading Program in the English Language Institute at King AbdulAziz University. *International Journal of Educational Investigations*. 2(4), 14-27.
- Fadel, S., and Rajab, H. (2017). Investigating the English Language Needs of the

- Female Students at the Faculty of Computing and Information Technology at King Abdulaziz University in Saudi Arabia. *English Language Teaching*, 10 (6), 69-82.
- Fageeh, I. A. (2003). *Saudi college students' beliefs regarding their English writing difficulties*. Ph. Dissertation, Indiana University, Pennsylvania.
- Faraj, B, M. (2015). English for Medical Education in EFL Context. *The Journal of Teaching English for Specific and Academic Purposes*, 3(1),121-148.
- Flowerdew, J and Peacock, M. (2001a). Issues in EAP: A preliminary perspective. In J. Flowerdew & M. Peacock (Eds.). *Research perspectives in EAP* (pp. 8-24). Cambridge: Cambridge University Press.
- Flowerdew, J. & Peacock, M. (2001b). The EAP Curriculum: Issues, Methods, and Challenges. In J. Flowerdew & M. Peacock (Eds.). *Research Perspectives on English for Academic Purposes* (pp.177-194). Cambridge: Cambridge University Press.
- Flowerdew, J. (2002). Ethnographically inspired approaches to the study of academic discourse. In J. Flowerdew (Eds.). *Academic Discourse* (pp. 235-252). London: Pearson.
- Frinculescu, I. C. (2009). The Physiology of English as a Lingua Franca in Medicine. *Fiziologia Physiology*, 19(2), 4-7.
- Fuller, B. L. (2012). *Teaching the ESL Nursing Student: The Relationship between Nurse Educator Background Attributes, Beliefs Concerning the ESL Nursing Student and Instructional Strategies Used by Nurse Educators*. PhD thesis, Notre Dame of Maryland University.
- Gatehouse, K. (2001). Key issues in English for specific purposes (ESP) curriculum development. *The internet TESL journal*, 7(10), 1-10.
- Gavioli, L. (2005). *Exploring Corpora for ESP Learning*. Amsterdam: John Benjamins
- Ghobain, E. A. (2010). ESP in Medical Schools and the Balance between EFL and ELF from Students' Perspective: A study at Jazan University', Published MA Dissertation, in *Journal of English as International Language, Theses Section*.
- Ghobain, E. A. (2014). *A case study of ESP for medical workplaces in Saudi Arabia from a needs analysis perspective*. (Doctoral dissertation, University of Warwick).
- Golde, C. M. (2007). Pedagogies in doctoral education: Are they adaptable for the

- preparation of education researchers?. *Educational Researcher*, 36(6), 344-351.
- Graneheim, U. and Lundman, B. (2004). Qualitative Content Analysis in Nursing Research: Concepts, Procedures and Measures to Achieve Trustworthiness. *Nurse Education Today*, 24 (2),105-112.
- Graves, K. (1996). *Teachers as Course Developers*. Cambridge: CUP.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. New York: Heinle & Heinle Publishers.
- Graves, K. (2008). The Language Curriculum: A Social Contextual Perspective. *Language Teaching*, 41(2),147–181.
- Gyls, B. A., & Wedding, M. E. (1983). *Medical terminology*. New York: F.A. Davis Co.
- Hadley, J. (2006). Needs Analysis in ESP. In M.S. Lahlou, J. Olearski, A. Richardson & P. Davidson (Eds.). *English for Specific Purposes in the Arab World* (pp.3-6). Dubai: TESOL Arabia.
- Hamp-Lyons, L. (2001). English for Academic Purposes. In R. Carter & D. Nunan (Eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages*, (pp.126-130). Cambridge: Cambridge University Press.
- Harding, K. (2007). *English for Specific Purposes*. Oxford: Oxford University Press.
- Hemche, H. (2007). *The Design of ESP Teaching Material for First-year Post-Graduate Students of Physics: University of Abou Bakr Belkaid, Tlemcen*. Magister Thesis, University of Tlemcen.
- Hermans, H.J.M. (2001) The Dialogical Self: Toward a Theory of Personal and Cultural Positioning, *Culture & Psychology*, 7(3): 243–281:[http://ca:sagepub.com/chi/doi/10.1177/1354067X0173001](http://ca.sagepub.com/chi/doi/10.1177/1354067X0173001)
- Heugh, K. (2000). *The Case Against Bilingual Education and Multilingual Education in South Africa*. Cape Town: PRAESA.
- Holec, H. (1980). *Autonomy and Foreign Language Learning*. Strasbourg: Council of Europe, Council for Cultural Co-operation.
- Holme, R. (1996). *ESP Ideas: Recipes for Teaching Professional and Academic English*. London: Longman.

- Holme, R. (1997). Towards the New Millennium in ESP. *A Paper presented at English for Specific Purposes Conference*. Bahrain: Bahrain University.
- Hull, M. (2004). Changing the paradigm for medical English language teaching. In *International Symposium of English for Medical Purposes, Xi'an, China*.
(<http://www.usingenglish.com/profiles/melodie-hull.html>).
- Hull, M. (2006). Whose Needs Are We Serving: How Is the Design of Curriculum for English for Medical Purposes Decided?. *A Paper presented at the International Symposium on English for Medical Purposes in Beijing, China*,
(<http://www.usingenglish.com/articles/whose-needs-are-we-serving.html>).
- Hutchinson, T., & Waters, A. (1984). How Communicative is ESP?. *ELT Journal*, 38(2), 108-113.
- Hutchinson, T., and Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Hwang, Y. (2011). Pedagogical Implications on Medical Students' Linguistic Needs. *English Language Teaching*, 4(4), 138-145.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor: University of Michigan Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. London: Routledge.
- Hyland, K., & Tse, P. (2004). Meta-discourse in academic writing: a reappraisal. *Applied Linguistics*, 25(2), 156-177.
- Iravani, H., & Saber, Z. (2013). A Needs Assessment Study of English Language Needs of Tehran University Medical Students. *International Journal of Language Learning and Applied Linguistics World*, 4(2), 209-224.
- Javid, C. Z. (2011). EMP needs of medical undergraduates in a Saudi context. *Kashmir Journal of Language Research*, 14(1), 89- 110.
- Johns, A., and Dudley-Evans, T. (1991). English for Specific Purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(1), 297-314.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

- Jordan, R. R. (2002). The growth of EAP in Britain. *Journal of English for Academic Purpose*, 1(1), (69-78).
- Kaliyadan, F., Thalamkandathil, N., Parupalli, S. R., Amin, T. T., Balaha, M. H., & Ali, W. (2015). English language proficiency and academic performance: A study of a medical preparatory year program in Saudi Arabia. *Avicenna journal of medicine*, 5(4), 140-144.
- Kandil, A. (n.d.). *Needs Analysis and the Arab Learners*: Retrieved from: <http://ilearn.20m.com/research/needs.htm>
- Kashani, S. (2009). Freire's Bottom-up Bridges Student Centeredness. *Asian ESP Journal*. 5(1),97-106.
- Kawasshima, A. (2005). The Implementation of Narrative Pedagogy into Nursing Education in Japan. *Nursing Education Perspective*, 26(3),168-171.
- Kayi, H. (2008). Developing an ESL Curriculum Based on Needs and Situation Analyses: A Case Study. *Journal of Language and Linguistic Studies* ,4(1), 29-49.
- Kennedy, C., & Bolitho, R. (1984). *English for specific purposes*. London: Macmillan Pub Ltd.
- Khan, H. (2007). *A Needs Analysis of Pakistani State Boarding Schools Secondary Level Students for Adoption of Communicative Language Teaching*. Master dissertation, Middlesex University, London.
- Kim, H. (2006). Needs Analysis in English for Specific Purposes Revisited. *KATE Forum*, 30(1),6-8.
- Kim, J. (2008). *Negotiating multiple investments in languages and identities: The language socialization of Generation 1.5 Korean-Canadian university students*. Doctoral dissertation, University of British Columbia.
- Kim, Y. (2011). The Pilot Study in Qualitative Inquiry: Identifying Issues and Learning Lessons for Culturally Competent Research. *Qualitative Social Work* 10(2),190-206.
- Knight, K., Lomperis, A., van Naerssen, M., & Westerfield, K. (2010). English for specific purposes: An overview for practitioners and clients (academic and corporate). *PowerPoint presentation submitted to Alexandria, Virginia: TESOL*.

- Kurfurst, P. (2005). English? Sure, but how? *The International Conference on Lingua Summit*. Trencin, Slovakia.
- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. London: Sage Publications.
- Kýrkgöz, Y. (2009). Students' and Lecturers' Perceptions of the Effectiveness of Foreign Language Instruction in an English-Medium University in Turkey. *Teaching in Higher Education*, 14(1),81-93.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lewis, M.W. & Grimes, A.J. (1999). Meta-triangulation: Building theory from multiple paradigms. *The Academy of Management Review*, 24(4),672-90.
- Lietz, C., Langer, C and Furman, R. (2006). Establishing Trustworthiness in Qualitative Research in Social Work. *Qualitative Social Work*, 5 (4), 441-458.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Liton, H. A. (2012). Developing EFL Teaching and Learning Practices in Saudi Colleges: A Review. *International Journal of Instruction*, 5(2), 129-152.
- Lokyer, J., Gondocz, S.T., and Thivierge, R.L. (2004). Knowledge Interpret: The Role and Place of Practice Reflection. *Journal of Continuing Education in Health Profession*, 2 (4), 50-56.
- Long, M. H. (2005). Overview: A Rationale for Needs Analysis and Needs Analysis Research. In M.H. Long (Eds.). *Second Language Needs Analysis (pp.1-16)*. Cambridge: Cambridge University Press.
- Long, T. L., Breitzkreuz, K, R., Diaz, D. A., McNulty, J. J., Engler, A. J., Polifroni, C., & Telford, J. C. (2012). Competence and Care: Signature Pedagogies in Nursing Education. In N.L. Chick, A. Haynie & R.A.R. Gurung (Eds.). *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind, (pp.185-202)*. Sterling, Virginia: Stylus Publishing, LLC.
- Lowe, I. (2009). Need Analysis. *Lecture Notes and Summary,1-11*. Retrieved from [http://www. Scientific language. com/esp /needs analysis. Pdf](http://www.Scientificlanguage.com/esp/needsanalysis.Pdf).

- Lujan, J. (2008). Linguistic and cultural adaption needs of Mexican American nursing students related to multiple-choice tests. *Journal of Nursing Education*, 47(7), 327–330.
- Mackay, R., and Mountford, A. J. (1978). The teaching of English for Specific Purposes: Theory and practice. In R. Mackay & A. J. Mountford (Eds.). *English for specific purposes: A case study approach* (pp.2-20). London: Longman.
- Madeleine, B. L. L. (2007). Lost in translation. *Nature*, 445, 454-455.
- Maher, J. (1986). English for medical purposes. *Language teaching*, 19(2), 112-145.
- Mahmoud, S. S. (2014). A Framework for Investigating Foundation Year Students' Needs in General English in KAU: Needs Analysis Extended to Curriculum Development. *Journal of Language Teaching and Research*, 5(2), 335-342.
- Marshall, C., & Rossman, G. (1999). *Designing Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage.
- Mason, D. (1994). Planning an English Course for Students of Health Care. *English Teaching Forum*, 32(2), 18-21.
- Mason, J. (2002). *Qualitative Researching*(2nd ed). London: Sage.
- Master, P. (1998). Positive and Negative Aspects of the Dominance of English. *TESOL Quarterly*, 32(4) ,716-727.
- Master, P. (2005). Research in English for specific purposes. In E. Hinkel (Eds.). *Handbook of Research in Second Language Teaching and Learning* (pp. 99–116). Routledge.
- Maxwell, J.A. (1996). *Qualitative Research Design: An Interpretive Approach*. Thousand Oaks, CA: Sage Publications.
- Mazdayasna, G., and Tahririan, M. H. (2008). Developing a Profile of the ESP Needs of Iranian Students: The Case of Students of Nursing and Midwifery. *Journal of English for Academic Purposes*, 7(4), 277-289.
- McDonough, J. (1984). *ESP in perspective: A practical guide*. London: Collins ELT.
- McCarter, S. & Jakes, P. (2009). *Uncovering EAP: How to Teach Academic Writing and Reading*. Oxford: Macmillan.

- Mo, H. (2005). A Brief Review of English for Academic Purposes (EAP). *US-China Foreign Language*, 3(7), 62-67.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2008). Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods*, 1(2), 13-22.
- Mouton, J. (1996). *Understanding social research*. Van Schaik Publishers.
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Naruenatwatana, N. (2001). *Needs Analysis of Medical Students at Rangsit University in the Use of Academic English*. Master thesis. Faculty of Graduate Studies, Mahidol University.
- Nation I. S. P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.
- Niazi, M. M. (2012). *English for medical purposes: A case of English for specific purposes* (Unpublished doctoral thesis). National University of Modern Languages, Islamabad, Pakistan.
- Niazi, M. M. (2014). Absence of English in the Presence of English. The Need for EMP Courses in Pakistani Medical Colleges. *English for Specific Purposes World*, 44(1), 1-20.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge University Press.
- Oanh, D. T. (2007). Meeting Students' Needs in Two EAP Programmes in Vietnam and New Zealand. *RELC Journal*, 38(3), 324-349.
- Orr, T. (2001). English Language Education for Specific Professional Needs. *IEEE*, 44(3), 207-211.
- Ortega, L. (2004). L2 Writing Research in EFL Contexts: Some Challenges and Opportunities for EFL Researchers. *The Applied Linguistics Association of Korea (ALANK) Newsletter*, Spring, 1 -12.
- Pallant, J. (2013). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS (5th Ed)*. England: Open University Press.

- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. California: SAGE.
- Pavel, E. (2014). Teaching English for medical purposes. *Bulletin of the Transilvania University of Braşov*, 7(56), 39-46.
- Phillipson, R. (1996). ELT: The native speaker's burden. In T. Hedge & N. Whitney (Eds.). *Power, pedagogy & practice* (pp. 23-30). Oxford: Oxford University Press.
- Polkinghorne, D.E. (2005) Language and Meaning: Data Collection in Qualitative Research, *Journal of Counselling Psychology*, 52(2): 137–145:
<http://web.ebscohost.com>
- Punch, M. (1998). Politics and Ethics in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.). *The Landscape of Qualitative Research* (pp. 156–184). Thousand Oaks, CA: Sage.
- Purpura, J., Graziano-King, J., Chang, J., Cook, K., Kim, J. W., Krohn, N., & Wiseman, C. (2003). *An analysis of foreign language needs of SIPA students at Columbia University: The SIPA needs assessment project*. Unpublished technical report submitted to the Mellon Foundation through the Arts & Sciences at Columbia University.
- Rahman, M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: Prospects and challenges. *International Journal of Instruction*, 4(1), 112-118.
- Richards, J.C., Platt, J., and Platt, H. (1992). *Dictionary of language teaching and applied linguistics*. London: Longman.
- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, K. (2009). Trends in Qualitative Research in Language Teaching Since 2000. *Language Teaching*, 42 (2), 147-180.
- Richerich, R. & Chancerel, L. (1987). *Identifying the Needs of Adults Learning a Foreign Language*. London: Prentice Hall International.
- Robinson, P. (1980). *ESP (English for Specific Purposes): The Present Position*. Oxford: Pergamon Press.

- Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. London: Prentice Hall International.
- Robson, C. (2002). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell.
- Rogan, F., Miguel, C. S., Brown, D., & Kilstoff, K. (2006). You Find Yourself: Perceptions of Nursing Students from Non-English-Speaking Backgrounds of the Effect of an Intensive Language Support Program on their Oral Clinical Communication Skills. *Contemp. Nurse*, 23 (1), 72–86.
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.
- Sanner, S., & Wilson, A. (2008). The Experiences of Students with English as a Second Language in a Baccalaureate Nursing Program. *Nurse Education Today*, 28(7), 807-813.
- Saragih, E. (2014). Designing ESP Materials for Nursing Students Based On Needs Analysis. *International Journal of Linguistics*, 6(4),59-70.
- Saumure, K., & Given, L. M. (2008). Rigor in qualitative research. In L. M. Given (Eds.). *The Sage encyclopaedia of qualitative research methods* (pp. 795-796). Thousand Oaks, CA: Sage.
- Scrivener, J. (2005). *Learning Teaching. A Guidebook for English Language Teachers*. Oxford: Macmillan.
- Seliger, H. W. and Shohamy, E. (1989). *Second Language Research Methods*. Oxford: OUP.
- Setiawati, B. (2016). Need Analysis for Identifying ESP Materials for Medical Record Students. *Kajian Linguistik dan Sastra*, 1(1), 61-72
- Shah, S., R., Hussain, M, A and Nasseef, O, A. (2013). Factors Impacting EFL Teaching: An Exploratory Study in the Saudi Arabian Context. *AWEJ* ,4 (3),104 - 123.
- Shakya, A., & Horsfall, J. M. (2000). ESL undergraduate nursing students in Australia: Some experiences. *Nursing & Health Sciences*, 2(3), 163-171.
- Shenton, A. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for information*, 22 (2), 63-75.

- Shirvan, S. (2008). *Impact of learner- centered teaching and learning process on pre-advanced first year medical students' performance, attitudes, and retention in medical English* (Doctoral dissertation). Middle East Technical University, Ankara, Turkey, Retrieved from <http://etd.lib.metu.edu.tr/upload/12609388/index.pdf>
- Shukri, N. A. (2008). *Exploring ESP/Medical Biology Teacher Collaboration, and Medical Students' and their Teachers' Perceptions of Writing Needs in an Arab University: A Case Study*. PHD thesis, School of Education, University of Leicester
- Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3), 52-59.
- Smoak R (2003). What is English for specific purpose?. *English Teaching forum*, 41(2), 22-27.
- Spanos, G. (1989). On the integration of language and content. *Annual Review of Applied Linguistics*, 10(1), 227-240.
- Stevens, P. (1988). The learner and Teaching of ESP. In Chamberlain, D. and Baumgardner, R.J (Eds.). *ESP in the Classroom: Practice and Evaluation*, ELT Document 128. (pp.39-44). Modern English Publications in Association with the British Council, Oxford.
- Swales, J.M. (1985). *Episodes in ESP: A source and reference book on the development of English for science and technology* (Vol. 1). Oxford: Pergamon Institute of English.
- Swales, J. M. (1990). *Genre analysis*. Cambridge: Cambridge University Press.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tannar, C.A. (2010). From Mother Duck to Mother Lode: Clinical Education for Deep Learning. *Journal of Nursing Education*, 4(9), 1-3.
- Thomas, G. (2010). *Reductionism, Holism, Context and Theory - What is Case Study?* paper presented. IN: Research Students' Annual Conference, University of Leeds, United Kingdom.
- Thompson, K., Bookre, J., and Deeny, P. (2000). A Comparison of an International Experience for Nursing Students in Developed and Developing Countries. *International Journal of Nursing Studies*, 37(6), 481-492.

- Turner, J. (2004). Language as academic purpose. *Journal of English for Academic Purposes*, 3(2), 95-109.
- Vahdany, F. and Gerivani, L. (2016). An Analysis of the English Language Needs of Medical Students and General Practitioners: A Case Study of Guilan University of Medical Sciences. *International Journal of English Language and Literature Studies*, 5(2), 104-110.
- Van Avermaet, Piet and Gysen, Sara. (2006). From needs to tasks: language learning needs in a task-based perspective. In K. Van den Branden (Eds.). *Task-Based Language Education* (pp.17- 46). Cambridge: Cambridge University Press.
- Van Teijlingen, E. R., Rennie, A. M., Hundley, V., & Graham, W. (2001). The importance of conducting and reporting pilot studies: the example of the Scottish Births Survey. *Journal of advanced nursing*, 34(3), 289-295.
- Visconti, C. (2010). Problem-Based Learning. Teaching Skills for Evidence-Based Practice. *Perspective on Issues in Higher Education*, 13(1), 27-31.
- Walsham, G. (1995). The emergence of interpretivism in IS research. *Information systems research*, 6(4), 376-394.
- Wang, C., Singh, C., Bird, B., & Ives, G. (2008). The learning experiences of Taiwanese nursing students studying in Australia. *Journal of Transcultural Nursing*, 19(2), 140–150.
- Watson-Todd, R. (2003). EAP or TEAP? *Journal of English for Academic Purposes*, 2(2), 147-156.
- West, R. (1994). Needs Analysis in Language Teaching. *Language Teaching*, 27 (1), 1-19.
- White, R., Martin, M., Hodge, R., & Stimson, M. (1991). *Management in English Language Teaching*. Cambridge: Cambridge University Press.
- Widdowson, H. G. (1983). *Learning purpose and language use*. Oxford: Oxford University Press.
- Willis, J. (1995). A recursive, reflective instructional design model based on constructivist-interpretivist theory. *Educational technology*, 35(6), 5-23.

- Willis, J. W. (2007). *Foundations of qualitative research: interpretive and critical approaches*. London: Sage.
- Yang, A., & Cheung, C.P. (2003). Adapting Textbook Activities for Communicative Teaching and Cooperative Learning. *English Teaching Forum*, 41(3),16-24.
- Yang, M. N. (2005). Nursing Pre-Professionals' Medical Terminology Learning Strategies. *Asian EFL Journal*, 7 (1), 137-154.
- Yin, R. K. (2003). Design and methods. *Case study research*, 3.
- Zhang, Y. and Wildemuth, B, M. (Ed.). (2009). *Qualitative Analysis of Content. Applications of Social Research Methods to Questions in Information and Library Science*. ABC-CLIO.
- Zhu, W., & Flaitz, J. (2005). Using Focus Group Methodology to Understand International Students' Academic Language Needs: A Comparison of Perspectives. *TESL-EJ*, 8(4),1-9.

Appendix 1: Certificates of ethical approval



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: 'Exploring the Needs of the Saudi Undergraduate Nursing Students for Learning English for Nursing Purposes (ENP)'

Researcher(s) name: Hanadi Showail

Supervisor(s): Dr Esmaeel Abdollahzadeh; Professor Karen Mattick

This project has been approved for the period

From: 15th November 2016

To: 15th February 2017

Ethics Committee approval reference: D/16/17/13

A handwritten signature in black ink, appearing to read 'P. Durrant'.

Signature:

Date: 15th November 2016

(Dr Philip Durrant, Chair, Graduate School of Education Ethics Committee)

KINGDOM OF SAUDI ARABIA

Ministry of Higher Education

KING ABDULAZIZ UNIVERSITY

Faculty of Nursing



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك عبدالعزيز
كلية التمريض

University of king Abdulaziz Research Ethics committee

Dear: Hanadi Y.Showail

Title: Exploring the English for Specific P purposes (ESP) Learning Needs for Saudi Nursing Students.

I am writing to you to advise you that your ethics application has been reviewed and approved by the university of king Abdulaziz research ethics committee in Nursing College.

Approval is valid for three years from the date of this letter. Should your study continue beyond this point, please request a renewal of the approval.

Yours sincerely,

Dr. Samira Ahmad Al-senany

Chairman of the Reserch Ethics Committee

31/may/2016





GRADUATE SCHOOL OF EDUCATION

College of Social Sciences and International Studies
St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

t +44 (0) 1392 724892
f +44 (0) 1392 724922
e education@exeter.ac.uk
w www.exeter.ac.uk/education

May 5, 2016

To whom it may concern,

Dear Sir,

I am writing to on behalf of Hanadi Yahya Showail to be granted permission to return to Saudi Arabia to collect data for her doctoral project for three months from September 18 until December 18, 2016

Should you have any queries, please do not hesitate to contact me at:

E.Abdollahzadeh@exeter.ac.uk

Yours sincerely,

Dr. Esmaeel Abdollahzadeh (Lecturer and doctoral supervisor for Hanadi Yahya Showail)
Graduate School of Education,
University of Exeter
Tel: +44 (0) 1392 72 4716

Appendix 2: Ethics form

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:

<https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

All staff and postdoctoral students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

Applicant details				
Name	Hanadi Showail			
Department	Doctor of Education, EdD			
UoE email address	hs384@exeter.ac.uk			
Duration for which permission is required				
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>				
Start:15/11/2016	End date:15/02/2017	Date submitted:03/11/2016		

Students only

All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.

Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.

Student number	630008529
Programme of study	EdD TESOL
Name of Supervisor(s)/tutors or Dissertation Tutor	Dr Esmaeel Abdollahzadeh Professor Karen Mattick
Have you attended any ethics training that is available to students?	NO

Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.

Hanadi Showail

Double click this box to confirm certification ☐

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT: Exploring the Needs of the Saudi Undergraduate Nursing Students for Learning English for Nursing Purposes (ENP)

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence. If you selected yes from the list above, you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the Ethics Secretary of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities). If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the Ethics Secretary of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT

As a guide - 750 words.

This research is on the topic "Exploring the Needs of the Saudi Undergraduate Nursing Students for Learning English for Nursing Purposes (ENP). English is the medium of instruction in nursing faculty and the number of students, in nursing programs in Saudi universities, has increased gradually since 1995. There have been various difficulties many of these students encounter in their programs, such as the low proficiency in English language that impacts their communication skills (AL-khatib, 2005; Sarjit Kaur and Lee Siew Hua, 2006; Darcy and Lear, 2003), writing skills (Stapa and Mohd Jais, 2005) or reading skills (Romo, 2006). In fact, the current nursing students, in the nursing college, are not studying any English courses such as English for Nursing Purposes. The nursing students just studied general English in the foundation year before joining the nursing college. Moreover, the needs analysis of nursing students has never been done. Remarkably, little attention has been given in the field of English language teaching to prepare Saudi nursing students for the academic demands of the nursing program.

Problem of the study

Even though the nursing programs tend to be demanding for the Saudi nursing students, they experience greater difficulties to learn nursing-subjects in English language specially when their level of language proficiency is low. These students join the nursing faculty after finishing the foundation year program. Despite the fact that the current nursing students took the extensive English language course in the foundation program, the nursing teachers complain that students do not have the minimum of English that enables them to understand what instructors talk about or to take notes for further revision after lectures. For instance, they need listening skills and sub-skills in order to understand and take notes as their lecturers are explaining. They also need speaking skills and sub-skills to make presentations in class and to interact with their teachers and classmates. Writing is a very important skill for them as they take notes, answer questions in exams and quizzes and write reports and assignments. Finally, they need to focus on the reading skills and sub-skills as university life depends mainly on reading and understanding different sources.

Despite the plenty of studies that have been published in nursing journals about the needs of EFL nursing students to learn English for Nursing Purposes in nursing programs (Bosher and Smalkoski, 2002; Bosher and Bowles, 2008; Amaro et al., 2006; Yoder 2001), in the field of English language teaching in Saudi Arabia, remarkably little attention has been given to the language learning needs of nursing students. No intervention of nursing students' ESP needs has been done in response to the increasing number of language barrier of Saudi nursing students in the current nursing college in Saudi Arabia.

Brown (2005:269) defines Needs Analysis as “the processes involved in gathering information about the needs of a particular client group in industry or education”. In educational settings, Brown explains the process by first finding out the learning needs of the students which are later translated to learning objectives that will work as the source of all decisions about the course such as activities or materials. The purpose of conducting the ESP needs analysis is to explore what language skills the nursing students need, to collect information about the nursing students’ particular problems.

This study is believed to be significant as it investigates the ESP needs as perceived by the nursing students and nursing tutors. Furthermore, the ESP experts can benefit from this exploration by comparing and contrasting the language situation in this study with other ESP applications around the world.

Aims

The present study aims to explore the ESP needs of the first-year nursing students (second year in the educational system of the nursing college) from the perspectives of nursing teachers and nursing students. By exploring their English language learning needs an effective program can be designed for these students to fulfil their English language needs in nursing program. Therefore, the study addresses the following questions:

The main question is:

- What are the perceptions of the nursing teachers and second year nursing students about the ESP needs of Saudi nursing students at the nursing college?

The secondary questions are:

- 1) What are the nursing teachers’ expectations of the second-year nursing students’ ESP skills and sub-skills after they pass the foundation year?

It should be noted that the foundation year program focuses on general English and the students are supposed to finish successfully four English language levels as well as some scientific courses to prepare them to the academic settings at the university.

- 2) How do the second-year nursing students describe their experience in the English language course during the foundation year?
- 3) To what degree the English language in the foundation year qualify them to the nursing college?

INTERNATIONAL RESEARCH

The fieldwork for the research will take place in Saudi Arabia. The study will be held in two departments: the English language institute (ELI) and the Nursing College. The ethical practices of Saudi Arabia mean that the researcher will approach the Deans in each department who will help in inviting volunteers to participate in the interviews and questionnaires.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

Methodology and Methods

The current study is an interpretive research that will use the case study as the methodology. Moreover, the researcher will use the interview as the qualitative tool and the questionnaire as the quantitative tool for collecting data, in order to explore the participants’ perceptions in-depth as these will provide rich data for analysis.

To address the research questions, it has been decided to use two methods: questionnaires and semi-structured interview. Initially, in this study the questionnaire is as a method to collect quantifiable data. The aim of the questionnaire is to discover the nursing students’ ESP need, their thoughts and

difficulties. Questionnaires can provide a wealth of data which is easy to be collected and relatively easily comparable across subjects. Thus, the questionnaire could give an overall picture of the ESP needs of the second-year students at the Nursing College. the questionnaires are very useful for collecting data, especially from large groups of participants. In this study, the questionnaires are combined with the interviews to avoid shortcomings in the data.

The second stage will be the semi-structured interviews. The aim of interviewing student and teachers is to explore their perspectives on the extent to which they think that the students need to have the ESP course in their nursing program. The researcher will carry out this activity personally by visiting the participants when they have finished their classes at the college or training at hospitals and return to the university to complete their course work. After scheduling the respondents according to their preferred time and date, one-to- one interviews will be conducted. The interviews will be conducting in the students' mother tongue, Arabic, so that they feel free to express exactly what they want to say without struggling to find the equivalent in English. While the interviews will be conducting in English with teachers. The interview is designed to evaluate different areas such as the present and target needs. There will be ten questions and under each question there will be two or three prompt questions encouraging respondents to elaborate on their initial response and go beyond yes/no answers. The data will be recorded by audiotape, transcribed and analysed into themes.

PARTICIPANTS

For the interviews, the sample size will be approximately 10 second year nursing students and 7 nursing teachers and 7 EFL teachers. The nursing teachers work in the nursing college and they teach the nursing subjects in English, while the EFL teachers teach the general English language course for the nursing students in the foundation year. The nursing and EFL teachers are different in their qualifications because some of them hold bachelor, master and PhD degrees. Moreover, the size of sample for questionnaires will be 100 second year nursing students and 30 nursing teachers. All participants are females and males will not be included for the issue of gender segregation in Saudi Arabian universities. The students age range is between 18-20 years and the teachers age range is between 25-55 years. Currently, the 2nd year nursing students are studying in nursing college in the first semester of the academic year 2016-2017 when they will be interviewed.

THE VOLUNTARY NATURE OF PARTICIPATION

The researcher has obtained permission from the Deanship of Postgraduate Studies from the two departments (ELI and the nursing college) that will be the sites for the fieldwork in this research. To conduct the interviews with the students and teachers, the Deans will provide the researcher with the students' and teachers' email addresses (only the ones who show interest in the invitation email). By email, the interviewer will arrange a convenient time and place for the interviews. They will be able to volunteer for the research, and if they decide to take part, they will be requested to sign a consent form, indicating that they are happy to take part in the study. The consent form clarifies for the participants that they can refuse to take part in the study *at any time* and they have the right not to answer any question they don't like it, as well as to withdraw completely from the interview at any point during the process. Moreover, participants' signature on the consent form indicates that they have decided to volunteer as a research participant for this study, and that they have read and understood the information provided in the form.

Furthermore, the researcher will gather with teachers in the meeting room to ask them to fill out the questionnaires and the researcher will meet the students in a huge hall to fill out the questionnaire. the researcher seeks to understand the students' and teachers' perceptions about the need for learning and teaching the ESP in nursing college. No assessments or observations of their classroom teaching practices will take place in this research. There is no need for this researcher to interview children,

vulnerable adults, or individuals engaged in potentially illegal activities since they are not required for this research.

SPECIAL ARRANGEMENTS

It is not anticipated that the students and teachers will have any special needs. However, if it turns out that any of the participants do have such needs then necessary arrangements will be made.

THE INFORMED NATURE OF PARTICIPATION

Participants will be informed about the nature of the study and will be asked to sign a consent form (attached). Each respondent will be required to read the participant information sheet along with a consent form. The information sheet for the interviews and the questionnaires is the same form. It is written in the English language for the teachers, but it is in Arabic for the nursing students' mother tongue to make it easy and clear to be understood.

If they decide to take part, they will be requested to sign the consent form, indicating that they agree. Researcher will use pseudonyms for individuals to protect identities. Reassurances will be given that responses will not be reported in such a way that could cause individuals to be identified. It is not anticipated that the study will involve any discussion of sensitive topics. The audio files of the interviews will be anonymously stored digitally on my personal computer which is password enabled. Once the research period is completed and data analyzed and coded, all recordings and transcripts will be erased upon participants' request. If they give the consent, data will be used when presenting conference papers or any other educational research –related purposes.

ASSESSMENT OF POSSIBLE HARM

This is a low risk project. The respondents are all volunteers. Recordings of interviews and transcripts will be kept on external hard disks under password protection. Transcriptions will use pseudonyms for individual respondents and other identifying data will be anonymised where possible. Before conducting the interviews, participants will be informed about the nature of the research and they will be aware of their right to stop the interview at any time if they feel uncomfortable or upset. They are free to decline to answer any questions if they don't wish to. They will be aware that the information they give will be used only for this study and it will be stored on computers protected by user names and passwords in accordance with data protection requirements. Only the research team, which includes the researcher, and the supervisors will have access to this information.

DATA PROTECTION AND STORAGE

Researcher will use pseudonyms for individuals to protect identities. Reassurances will be given that responses will not be reported in such a way that could cause individuals to be identified. Furthermore, any information, which may reveal the identity of the participant, will be excluded. The audio files of the interviews will be anonymously stored digitally on my personal computer which is password enabled. Once the research period is completed and data analyzed and coded, all recordings and transcripts will be erased after submitting my thesis upon participants' request. If they give the consent, data will be used for presenting in conferences or for any other educational research –related purposes. The data generated from the questionnaires will be stored in a safe area at my home. Once the research has been written up, the written papers will be destroyed. The data will be written up into a thesis to fulfil the requirements of the researcher's EdD programme.

DECLARATION OF INTERESTS

This researcher declares that she does not have a conflict of interest with the two departments at KAU used as the sites of the fieldwork in this research. The results of this research will be written up into a research thesis and are solely for the purposes of the EdD programme.

USER ENGAGEMENT AND FEEDBACK

If the participants wish to review the information that they provided in the interviews they can request to read it, after it is transcribed and written up. If they wish their comments to be withdrawn from the study, they may say so.

INFORMATION SHEET

The information sheet for the interviews and the questionnaires is the same form. It is written in the English language for the teachers, but it is in Arabic for the nursing students' mother tongue to make it easy and clear to be understood.
(File attached)

CONSENT FORM

The consent sheet for the interviews and the questionnaires is the same form. It is written in the English language for the teachers, but it is in Arabic for the nursing students' mother tongue to make it easy and clear to be understood.
(File attached)

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

In particular, students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

Appendix 3: Consent form

Title of Research Project: Exploring the Needs of the Saudi Undergraduate Nursing Students for Learning English for Nursing Purposes (ENP).

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation and may also request that my data be destroyed

I have the right to refuse permission for the publication of any information about me

- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations
- if applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form
- all information I give will be treated as confidential
- the researcher(s) will make every effort to preserve my anonymity

A data protection act declaration, as follows:

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

.....
(Signature of participant) (Date)

.....
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of the researcher Hanadi Showail is: [07888956939](tel:07888956939)

If you have any concerns about the project that you would like to discuss, please contact:

The researcher Hanadi Showail: hs384@exeter.ac.uk OR

The supervisor (1) **Dr Esmaeel Abdollahzadeh**: E.Abdollahzadeh@exeter.ac.uk

And supervisor (2) **Professor Karen Mattick** : K.L.Mattick@exeter.ac.uk

*when research takes place in a school, the right to withdraw from the research does NOT usually mean that pupils or students may withdraw from lessons in which the research takes place

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Revised March 2013

Appendix 4: Information sheet

Information Sheet

Dear Participant (student/teacher)

My name is Hanadi Showail. My Doctorate research is in teaching English to speakers of other languages (TESOL) at the University of Exeter, UK. My research aims are to investigate nursing students' and teachers' perceptions of students' needs when learning English for specific purposes (ESP), concentrating on the field of nursing.

The aim of the questionnaire is to investigate views relating to the need for ESP. The research findings will be used to assist in the development of the English language skills of nursing students in the future. I would greatly appreciate your cooperation and your time and effort in filling in the questionnaire.

The questionnaire data will remain anonymous and strictly confidential. If you agree to be interviewed for this research, you should include your email address or contact number, so that I can contact you; however, this is voluntary and your details will remain confidential.

A data protection act declaration, as follows:

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

There is no right or wrong answer to each of the questionnaire items, and I would be most grateful if you would respond to all the questions with an honest answer. I anticipate that the questionnaire should take you 20-30 minutes to complete.

In the case of questions that require longer written answers, there will be a space provided for this. If you need to write more than the available space allows, please use the textbox at the end of the questionnaire. If you have further questions and/or need further clarification, please feel free to contact me via:

Telephone: 07888956939

Email: hs384@exeter.ac.uk

Or you can contact my supervisor, Dr. Esmaeel Abdollahzadeh via email at:

E.Abdollahzadeh@exeter.ac.uk

Graduate School of Education, University of Exeter, United Kingdom

Thank you very much for your co-operation.

Participant's Signature

Appendix 5: NSs Questionnaire

Needs Analysis for the Nursing Students – Questionnaire



This questionnaire is part of my doctoral dissertation. It intends to gather information for the identification of English language needs of the nursing students in a nursing college in Saudi Arabia and subsequently would be reported with recommendations to improve the standard of nursing education.

The questionnaire items have been designed to gather information regarding English language needs as perceived by our important members of discourse community (students of nursing, teachers of nursing, English language teachers). This questionnaire consists of six pages. I estimate that it will take about 15-20 minutes to complete the questionnaire. Instructions are provided for each section. Please note that you do not have to write your name. Please note that by completing this questionnaire you agree that the researcher is permitted to use the information that you provide for research and publication purposes only. Your responses would be highly valuable in providing me with necessary information and there are no right or wrong answers. Please contact me for any questions about the research, now or during the course of the project, and can be reached by email at: hs384@exeter.ac.uk

I am grateful for your time and effort in completing the questionnaire.

Thank you

Hanadi Showail

Background information

Please tick (√) the relevant choice for each question:

1. My age is.....

2- I have been learning English language for....

☐ 6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years and more

3- I have previous training experience with English for Nursing Purpose (ENP)?

☐ Yes ☐ No

4- I have studied ENP course before?

☐ Yes ☐ No

Needs for English for Nursing Purposes (ENP) Learning

5- Please indicate to what extent you agree or disagree with the following statements:

Learning ENP is needed to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. meet my language needs to function successfully in my academic studies.					
b. meet my language needs to function effectively in my future career.					
c. help me to cope with the content of the nursing textbooks effectively.					
d. increase my learning motivation.					

Nursing Students Readiness for ENP Learning

6-Please indicate to what extent you agree or disagree with the following statements:

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	My basic English language skills are not on a par with ENP requirements.					
b	My General English proficiency will motivate me for ENP learning.					
c	My General English skills should be developed before advancing to ENP learning.					
d	The ENP course should be an obligatory module in nursing program.					
e	The ENP course should be a supplementary module in the nursing program.					

Potential Problems of ENP implementation

7-Please indicate to what extent you agree or disagree with the following statements:

	statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	The length of the ENP course impacts my academic progress.					
b	Limited opportunities to use English in daily-life affects the usefulness of ENP instruction.					
c	Language teachers may not be qualified for ENP teaching.					
d	ENP course may be limited to learning nursing vocabulary.					
e	Cooperative teaching between nursing and language teachers may increase teaching workloads on them.					
f	Cooperative teaching may require bonus in teachers' salaries to be effective.					
g	Nursing terms sound strange in daily communication because of their Latin origins.					
h	Some nursing terminologies may have similar abbreviations indicating various meaning.					
i	The overlapping in nursing abbreviations may cause for me misunderstanding .					
j	The overload of nursing subjects may lower my ENP learning.					
k	Large classes size can possibly limit opportunities to practice ENP activities					
l	Lack of availability of audio-visual materials may impact ENP instruction.					

Factors Determining Success of ENP Course

8-Please indicate to what extent you agree or disagree with the following statements:

	Factors determine success of ENP teaching	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	Identification of my needs is important before implementing the ENP course.					
b	Language teachers should be familiar with the basic knowledge of nursing courses					
c	Language teachers are willing to work cooperatively with nursing teachers.					
d	Overload of teaching hours hinders teachers from achieving the course objectives.					
e	ENP course should be taught by language teachers					
f	ENP course should be taught by nursing teachers					
g	Both nursing and language teachers should be consulted when selecting ENP course's contents.					
h	I should be involved in selecting ENP course content.					
i	The nursing teacher might work cooperatively as a volunteer with the language teacher in selecting the ENP content.					

Specificity of Pedagogy in ENP Content.

9-Please indicate to what extent you agree or disagree with the following statements:

NO	The ENP course should focus on	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	communication skills for nursing.					
2	nursing terms.					
3	grammar.					
4	role-play activities.					
5	simulation tasks.					
6	Medical abbreviations.					
7	Job-related skills such as conversation used in performing daily nursing tasks.					
8	a variety of medical media such as YouTube.					
9	training me to be critical thinkers.					
10	training me to work as nurses.					
11	reflective writing.					
12	classroom discussion.					

Tasks

10-How far is each of the following classroom language learning tasks important for the nursing students?

NO	Learning tasks should focus on	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	grammar that is related to specific communicative functions such as requesting, advising, etc.					
2	exchanging job-related information.					
3	solving nursing problems.					
4	naming the components of a nursing device.					
5	transforming nursing information from one form to another (e.g. chart into text)					
6	diagnosing a disease from a list of symptoms.					
7	comparing pictures.					
8	reading nursing reports written by a doctor in order to take a subsequent action.					
9	practice phone-calling for assistance in emergency situations.					
10	giving instructions on how to operate a nursing device.					
11	translating a doctor's advice in a case report to the patient.					
12	online tasks which require me to exchange opinions about a nursing issue in a forum.					

Teaching Methods

11-Please indicate to what extent you agree or disagree with the following statements:

	I prefer the teachers in their teaching to focus on:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	assigning pages from a book to prepare new lesson.					
b	starting their lecture by revising questions from previous lesson.					
c	giving me examples from real-life situations.					
d	increasing amount of time for classroom discussion.					
e	coverage of their subject material on its specific time .					
f	using the Power-Point for displaying new lesson.					
g	switching between using Arabic and English for low proficiency students.					
h	applying pictures.					
i	communicative activities such as classroom discussions.					
j	memorization of new information especially medical terms.					
k	giving the students more autonomy in their learning preferences.					

Attitudes about ENP Assessment

12-Please indicate to what extent do you agree or disagree with the following statements

	The ENP assessment needs to:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	give feedback about my level.					
b	contribute to the effectiveness of teaching.					
c	influence language teachers' teaching strategies.					
d	develop my learning skills for my future job.					
e	help me to use language that meet my academic needs.					

Attitudes about ENP Material

13-Please indicate to what extent do you agree or disagree with the following statements

	ENP material should:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	be selected according to my level of proficiency.					
b	be job-related for nursing students.					
c	be related to my learning motivation					
d	be a tailor-made material of cooperation between nursing lecturers and language teachers.					
e	cover language skills such as reading and writing appropriately.					
f	help me to be an autonomous learner.					

Thank you for completing this questionnaire.

Appendix 6: NTs Questionnaire

Needs Analysis for the Nursing Teachers – Questionnaire



This questionnaire is part of my doctoral dissertation. It intends to gather information for the identification of English language needs of the nursing students in a nursing college in Saudi Arabia and subsequently would be reported with recommendations to improve the standard of nursing education.

The questionnaire items have been designed to gather information regarding English language needs as perceived by our important members of discourse community (students of nursing, teachers of nursing, English language teachers). This questionnaire consists of six pages. I estimate that it will take about 15-20 minutes to complete the questionnaire. Instructions are provided for each section. Please note that you do not have to write your name. Please note that by completing this questionnaire you agree that the researcher is permitted to use the information that you provide for research and publication purposes only. Your responses would be highly valuable in providing me with necessary information and there are no right or wrong answers. Please contact me for any questions about the research, now or during the course of the project, and can be reached by email at: hs384@exeter.ac.uk

I am grateful for your time and effort in completing the questionnaire.

Thank you

Hanadi Showail

Background information

Please tick (√) the relevant choice for each question:

1. My age is....

☐ 25-35 years ☐ 36 -46 years ☐ 47-57 years ☐ 58 years or above

2- I have teaching experience of the following duration....

☐ 1-6 years ☐ 7 -12 years ☐ 13-18 years ☐ 19-24 years ☐ 25 years or above

3- I have previous training experience with English for Nursing Purpose (ENP)?

☐ Yes ☐ No

4- I have taught ENP course before?

☐ Yes ☐ No

Needs for ENP Learning

5-Please indicate to what extent you agree or disagree with the following statements:

Learning ENP is needed to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. meet the nursing students' language needs to function successfully in their academic studies.					
b. meet the nursing students' language needs to function effectively in their future career.					
c. help the nursing students to cope with the content of the nursing textbooks effectively.					
d. increase the nursing students' learning motivation.					

Nursing Students Readiness for ENP Learning

6-Please indicate to what extent you agree or disagree with the following statements:

	statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	Nursing students' basic English language skills are not on a par with ENP requirements.					
b	Nursing students' General English proficiency will motivate them for ENP learning.					
c	Nursing students' General English skills should be developed before advancing to ENP learning.					
d	The ENP course should be an obligatory module in nursing program.					
e	The ENP course should be a supplementary module in the nursing program.					

Potential Problems of ENP implementation

7-Please indicate to what extent you agree or disagree with the following statements:

	statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	The length of the ENP course impacts nursing students' academic progress.					
b	Limited opportunities to use English in daily-life affects the usefulness of ENP instruction.					
c	Language teachers may not be qualified for ENP teaching.					
d	ENP course may be limited to learning nursing vocabulary.					
e	Cooperative teaching between nursing and language teachers may increase teaching workloads on them.					
f	Cooperative teaching may require bonus in teachers' salaries to be effective.					
g	Nursing terms sound strange in daily communication because of their Latin origins.					
h	Some nursing terminologies may have similar abbreviations indicating various meaning.					
i	The overlapping in nursing abbreviations may cause students' misunderstanding .					
j	The overload of nursing subjects may lower nursing students' ENP learning.					
k	Large classes size can possibly limit opportunities to practice ENP activities					
l	Lack of availability of audio-visual materials may impact ENP instruction.					

Factors Determining Success of ENP Course

8-Please indicate to what extent you agree or disagree with the following statements:

	Factors determine success of ENP teaching	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	Identification of nursing students' needs is important before implementing the ENP course.					
b	Language teachers should be familiar with the basic knowledge of nursing courses					
c	Language teachers are willing to work cooperatively with nursing teachers.					
d	Overload of teaching hours hinders teachers from achieving the course objectives.					
e	ENP course should be taught by language teachers					
f	ENP course should be taught by nursing teachers					
g	Both nursing and language teachers should be consulted when selecting ENP course's contents.					
h	Nursing students should be involved in selecting ENP course content.					
i	I might work cooperatively as a volunteer with the language teacher in selecting the ENP content.					

Specificity of Pedagogy in ENP Content.

9-Please indicate to what extent you agree or disagree with the following statements:

NO	The ENP course should focus on	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Communication skills for nursing.					
2	Nursing terms.					
3	Grammar.					
4	Role-play activities.					
5	Simulation tasks.					
6	Medical abbreviations.					
7	Job-related skills such as conversation used in performing daily nursing tasks.					
8	A variety of medical media such as YouTube.					
9	Training the nursing students to be critical thinkers.					
10	Training students to work as nurses.					
11	Reflective writing.					
12	Classroom discussion.					

Tasks

10-How far is each of the following classroom language learning tasks important for the nursing students?

NO	Learning tasks should focus on	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	grammar that is related to specific communicative functions such as requesting, advising, etc.					
2	exchanging job-related information					
3	solving nursing problems.					
4	naming the components of a nursing device.					
5	transforming nursing information from one form to another (e.g. chart into text)					
6	diagnosing a disease from a list of symptoms.					
7	comparing pictures.					
8	reading nursing reports written by a doctor in order to take a subsequent action.					
9	practice phone-calling for assistance in emergency situations					
10	giving instructions on how to operate a nursing device.					
11	translating a doctor's advice in a case report to the patient.					
12	online tasks which require the nursing students to exchange opinions about a nursing issue in a forum.					

Teaching Methods

11-Please indicate to what extent you agree or disagree with the following statements:

	The nursing students prefer in my teaching to focus on:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	assigning pages from a book to prepare new lesson.					
b	starting my lecture by revising questions from previous lesson.					
c	giving the nursing students examples from real-life situations.					
d	increasing amount of time for classroom discussion.					
e	coverage of my subject material on its specific .					
f	using the Power-Point for displaying new lesson.					
g	switching between using Arabic and English for low proficiency students.					
h	applying pictures.					
i	communicative activities such as classroom discussions.					
j	memorization of new information especially medical terms.					
k	giving the students more autonomy in their learning preferences.					

Attitudes about ENP Assessment

12-Please indicate to what extent do you agree or disagree with the following statements

	The ENP assessment needs to...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	give feedback about students' level.					
b	contribute to the effectiveness of teaching.					
c	influence language teachers' teaching strategies.					
d	develop students learning skills for their future job.					
e	help learners to use language that meet their academic needs.					

Attitudes about ENP Material

13-Please indicate to what extent do you agree or disagree with the following statements

	ENP material should:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	be selected according to nursing students' level of proficiency.					
b	be job-related for nursing students.					
c	be related to nursing students' learning motivation					
d	be a tailor-made material of cooperation between nursing lecturers and language teachers.					
e	cover language skills such as reading and writing appropriately.					
f	help the nursing student to be autonomous learner.					

Thank you for completing this questionnaire.

Appendix 7: ELTs Questionnaire

Needs Analysis for the English Language Teachers – Questionnaire



This questionnaire is part of my doctoral dissertation. It intends to gather information for the identification of English language needs of the nursing students in a nursing college in Saudi Arabia and subsequently would be reported with recommendations to improve the standard of nursing education.

The questionnaire items have been designed to gather information regarding English language needs as perceived by our important members of discourse community (students of nursing, teachers of nursing, English language teachers). This questionnaire consists of six pages. I estimate that it will take about 15-20 minutes to complete the questionnaire. Instructions are provided for each section. Please note that you do not have to write your name. Please note that by completing this questionnaire you agree that the researcher is permitted to use the information that you provide for research and publication purposes only. Your responses would be highly valuable in providing me with necessary information and there are no right or wrong answers. Please contact me for any questions about the research, now or during the course of the project, and can be reached by email at: hs384@exeter.ac.uk I am grateful for your time and effort in completing the questionnaire.

Thank you

Hanadi Showail

Background information

Please tick (√) the relevant choice for each question:

1. My age is....

☐ **25-35** years ☐ **36 -46** years ☐ **47-57** years ☐ **58** years or above

2- I have teaching experience of the following duration....

☐ **1-6** years ☐ **7-12** years ☐ **13-18** years ☐ **19-24** years ☐ **25** years or above

3- I have previous training experience with English for Nursing Purpose (ENP)?

☐ Yes ☐ No

4- I have taught ENP course before?

☐ Yes ☐ No

Needs for English for Nursing Purposes (ENP) Learning

5- Please indicate to what extent you agree or disagree with the following statements:

Learning ENP is needed to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. meet the nursing students' language needs to function successfully in their academic studies.					
b. meet the nursing students' language needs to function effectively in their future career.					
c. help the nursing students to cope with the content of the nursing textbooks effectively.					
d. increase the nursing students' learning motivation.					

Nursing Students Readiness for ENP Learning

6-Please indicate to what extent you agree or disagree with the following statements:

	statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	Nursing students' basic English language skills are not on a par with ENP requirements.					
b	Nursing students' General English proficiency will motivate them for ENP learning.					
c	Nursing students' General English skills should be developed before advancing to ENP learning.					
d	The ENP course should be an obligatory module in nursing program.					
e	The ENP course should be a supplementary module in the nursing program.					

Potential Problems of ENP implementation

7-Please indicate to what extent you agree or disagree with the following statements:

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	The long length of the ENP course impacts nursing students' academic progress.					
b	Limited opportunities to use English in daily-life affects the usefulness of ENP instruction.					
c	Language teachers may not be qualified for ENP teaching.					
d	ENP course may be limited to learning nursing vocabulary.					
e	Cooperative teaching between nursing and language teachers may increase teaching workloads on them.					
f	Cooperative teaching may require bonus in teachers' salaries to be effective.					
g	Nursing terms sound strange in daily communication because of their Latin origins.					
h	Some nursing terminologies may have similar abbreviations indicating various meaning.					
i	The overlapping in nursing abbreviations may cause students' misunderstanding .					
j	The overload of nursing subjects may lower nursing students' ENP learning.					
k	Large classes size can possibly limit opportunities to practice ENP activities					
l	Lack of availability of audio-visual materials may impact ENP instruction.					

Factors Determining Success of ENP Courses

8-Please indicate to what extent you agree or disagree with the following statements:

	Factors determining success of ENP instruction	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	Identification of nursing students' needs is important before implementing the ENP course.					
b	I should be familiar with the basic knowledge of nursing courses.					
c	I am willing to work cooperatively with nursing teachers.					
d	Overload of teaching hours hinders me from achieving the course objectives.					
e	ENP course should be taught by language teachers					
f	ENP course should be taught by nursing teachers					
g	Both nursing and language teachers should be consulted when selecting ENP course's contents.					
h	Nursing students should be involved in selecting ENP course content.					
i	I might work cooperatively as a volunteer with the nursing teacher in selecting the ENP content.					

Specificity of Pedagogy in ENP Content.

9-Please indicate to what extent you agree or disagree with the following statements:

NO	The ENP course should focus on:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Communication skills for nursing.					
2	Nursing terms.					
3	Grammar.					
4	Role-play activities.					
5	Simulation tasks.					
6	Medical abbreviations.					
7	Job-related skills such as conversation used in performing daily nursing tasks.					
8	A variety of medical media such as YouTube.					
9	Training the nursing students to be critical thinkers.					
10	Training students to work as nurses.					
11	Reflective writing.					
12	Classroom discussion.					

Tasks

10-How far is each of the following classroom language learning tasks important for the nursing students?

NO	Learning tasks should focus on	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	grammar that is related to specific communicative functions such as requesting, advising, etc.					
2	exchanging job-related information					
3	solving nursing problems.					
4	naming the components of a nursing device.					
5	transforming nursing information from one form to another (e.g. chart into text)					
6	diagnosing a disease from a list of symptoms.					
7	comparing pictures.					
8	reading nursing reports written by a doctor in order to take a subsequent action.					
9	practice phone-calling for assistance in emergency situations					
10	giving instructions on how to operate a nursing device.					
11	translating a doctor's advice in a case report to the patient.					
12	online tasks which require the nursing students to exchange opinions about a nursing issue in a forum.					

Teaching Methods**11-Please indicate to what extent you agree or disagree with the following statements:**

	The nursing students prefer in my teaching to focus on:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	assigning pages from a book to prepare new lesson.					
b	starting my lecture by revising questions from previous lesson.					
c	giving the nursing students examples from real-life situations.					
d	increasing amount of time for classroom discussion.					
e	coverage of my subject material on its specific time.					
f	using the Power-Point for displaying new lesson.					
g	switching between using Arabic and English for low proficiency students.					
h	applying pictures.					
i	communicative activities such as classroom discussions.					
j	memorization of new information especially medical terms.					
k	giving the students more autonomy in their learning preferences.					

Attitudes about ENP Assessment

12-Please indicate to what extent do you agree or disagree with the following statements

	The ENP assessment needs to:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	give feedback about students' level.					
b	contribute to the effectiveness of teaching.					
c	influence language teachers' teaching strategies.					
d	develop students learning skills for their future job.					
e	help learners to use language that meet their academic needs.					

Attitudes about ENP Material

13-Please indicate to what extent do you agree or disagree with the following statements

	ENP material should:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a	be selected according to nursing students' level of proficiency.					
b	be job-related for nursing students.					
c	be related to nursing students' learning motivation					
d	be a tailor-made material of cooperation between nursing lecturers and language teachers.					
e	cover language skills such as reading and writing appropriately.					
f	help the nursing student to be autonomous learner.					

Thank you for completing this questionnaire.

Appendix 8: NS1's interview transcript

Researcher: How does the English language in the Foundation Year Programme (FYP) prepare you as a nursing student to your nursing study?

NS1: It helped me to develop my language skills and increase my English words. It did not prepare me to the nursing study. It was irrelevant to the nursing program. it was similar to the secondary English language course in the way of activities and topics and the way of teaching. The English courses in the foundation year were about every-day life and no topics that are related to the nursing. It provided me with the basics in English and the university placed us in different levels according to our placement test marks. To be honest with you, it was not as I expected. I thought in the foundation year they will prepare me to my nursing study. It did help me to develop my speaking and teacher did not enough time to practice activities in speaking as you know we don't practice the language outside of English class ... for the grammar we used to memories the rules and do exercises in our books but we don't practice grammar in real conversations. I feel worried when I want to speak with my teachers for this feeling of doing mistakes in the FYP I used to be quite and I did participate in discussion. I was just listening to my teacher's explanations and follow her instructions to write or answer questions. I wish if I could select my best way in learning or tell my teacher about my opinion".

Researcher: what is the importance of having ENP course in the foundation year programme?

NS1: we need to learn the special English for our future major or at least to have the basic or introduction to our major such as medical words.

Researcher: Why do you need to learn ENP while you are studying in the Nursing College?

NS1: learning nursing English can help me in my nursing subjects and practice my nursing knowledge in real nursing situations in English class and I need to learn English because it is the international language and it is the language of my nursing subjects here in the College. I should possess a high level of English for my academic study and for my clinical training and my work in the hospitals in the future. Also, I want to continue my study abroad. As you know all our nursing books and hand-outs are in English and there are no medical references in Arabic and the nursing knowledge printed in English and the Medical Terminologies are in English and Latin and to be good in nursing lectures or clinical training, in writing, reading and understanding, you need to know medical words with correct pronunciation.

Researcher: which kind of English language course do you have in the nursing college?

NS1: in the Nursing College, we do not have any English language courses. We just study Medical Terminology subject as a supplementary course for that sometimes I do not like to attend Medical Terminology lecture.

Researcher: why do you dislike to attend the medical terminology lecture?

NS1: sometimes because of the exams and I revise and study to prepare myself for exam during its time. As I told you it is not a mandatory subject and no exams or marks for attendance. Beside that the time of the lecture is not good and every lecture with new teacher. as you know every teacher has her teaching style and some of them are boring and following an old way.

Researcher: what do you mean by they are boring and following an old way?

NS1: I mean the teacher stands or sets on her chair before the class and presents the new vocabulary or read them form the book. She asks us to indicate some activities and ask us to do them individually in the class. when the teachers change their way of teaching like encouraging us to work in groups I feel that this way doesn't work effectively in our class because we set in single rows and fixed chairs. The nursing students are autonomous and individually responsible for gaining an understanding of this course.

Actually, the students compete for no grads and no success in understanding or studying the subject. This demotivate me from attending the lecture.

Researcher: What are the reasons behind the absence of ENP teaching in the nursing college? (in another meaning, to make the question clear for the student) why the Foundation Year Programme does not include English for Nursing Purposes?

NS1: because we do not know our majors in the university. If I get the required marks for my indented major, sure I can join Nursing College.

Researcher: in your opinion, why the nursing curriculum does not include ENP?

NS1: I don't know but it might be relating to the Nursing College' managers and they thought that we study English in the foundation year and we are ready to study in the English medium.

Researcher: how does the nursing college know your needs at the nursing college? (during your admission when you joined the college, begging of the semester or end of the academic year)

NS1: in fact, our needs are ignored and I never heard about determining the needs of the students here in the nursing college. In the beginning of the academic year, the nursing college made the induction week and during it we had the schedule and the rules of the college. No one asked us about our academic needs and wants or even our expectations or problems.

Researcher: how do the nursing teachers know your needs as a nursing student? (Is it formally or informally)

NS1: in the beginning of the term some of the nursing teachers informally discuss with us our needs, wants and problems in Arabic. Some of them ask us to write our problems and wants from the course in a paper in Arabic. But nothing formally is done by the college. In fact, there is a clash between our needs and the college wants and requirements.

Researcher: what do you mean by the clash between your needs and their wants?

NS1: for example, all the nursing subjects are in English. we don't have a course for academic writing and we don't have an English course for nursing to help us improve our skills. On the other hand, the nursing college and teachers want us to read and study in English and to do our homework and write in English during exams.

Researcher: what is your right in making a decision? (e.g. selecting the textbooks and learning methods).

NS1: here the students have to follow the given subjects and their materials. We can't participate in planning the course. they don't ask us about our opinions in selecting the books or even the ways of teaching. I want the teachers to speak in Arabic to understand the lectures and she insists to use English and prevent us to speak in Arabic. My level in English is not good and I can't understand the lecture in English. I wish if have all the nursing subjects in Arabic in the 1st year of nursing program and in the next year we switch to English. Some teachers are dispenser in the mode of knowledge rather than facilitators.

Researcher: What is your teachers' right in making a decision? (e.g. selecting the textbooks).

NS1: I don't know about their rights here, but I think the teachers can do anything because teachers have the authority and they are controlling the teaching. we have to follow their instructions and they are expert. For example, when I come late to the lectures specially in the morning she doesn't allow for me to enter the lecture. Some of the teachers here try to do their best to support us. For example, during the exams they don't consider our grammatical mistakes and some of them speak in Arabic to help us to understand and gradually they switch to English because our ability to understand her English is improved and we accustomed to study in English. Also, they emphasis on understanding of concepts and linking the lectures with real life situations. They are concerned about improving our skills and knowledge. On the other hands, some teachers control the teaching and give more emphasis on examinations and

results they want us to memorise everything rather than understanding of concepts. We have many nursing subjects and its very hard for me to memorise. I prefer to understand or practice to understand the ideas. They don't understand that we have demanding schedule and we have many nursing subjects. I feel that there is an inappropriate alignment between the objectives of our courses and activities.

Researcher: Which skills do you think is the most important for your academic study? (reading, writing, speaking or listening).

NS1: I think reading is the most important because in my nursing subjects I need to read a lot to understand the required knowledge from our textbooks and the teachers' handouts. Also, as you know, for writing, it is important, especially for assignments and examinations, and to write short paragraphs about some nursing topics and also, listening is important because I need to understand what our nursing teachers are speaking in lectures. Indeed, I wish and I would like to speak English but our nursing teachers do not encourage us to speak English very much and they use Arabic to help us understand and this is why I think it is unimportant to be used in the nursing college with our teachers because all our nursing teachers in this year are Arabs. In my opinion , I think all the skills are important but reading is the most important, followed by speaking and writing. As you know, all our books in English and for that I need reading more for reports and cases to get complete information, in order to discuss with other nurses.

Researcher: Which skills do you think is the most important for your future work? (reading, writing, speaking or listening).

NS1: I feel that all the English skills are essentials for my future as a nurse. I need it to write medical or nursing documents such as reports, emails, letters, etc. also speaking is the most important skills for me and I have to use it effectively with others. for example, in hospital my English competence is required in making a small talk, taking a phone message or making a call. I have to improve my listening skills to understand the medical instructions and different accents. I will need reading to read reports, emails, notes.

Researcher: what are the areas of weaknesses in English language for you as a nursing student?

NS1: for me all the English language skills are important. In each skill, I have problems. For example, within speaking, I have a difficulty in presentation in front of the class. I am afraid to do mistakes in pronunciations or missing any information of my presentation.in listening, I have problem in understanding various accents in English like the Indians teachers or nurses. In writing, I have some challenges in using the correct punctuation, grammar, spelling, surmising and within reading my main problems in understanding the main points of the medical texts, skimming and scanning and to understand the meaning of words without the need to translate every word to understand and get the point from the sentences or texts.

Researcher: how do your weaknesses in English affect your achievements in your nursing subjects?

NS1:it affects my study a lot. As I told you my slow and limited reading skills make me spent long time in translation to understand the medical information. Also, my limited medical terminology and vocabularies affect my understanding of the lectures and I could not take the notes. Generally speaking, my difficulties that I have in the English language skills hinder my study and progress in the nursing subjects.

Researcher: How can the ENP be made appropriate for your needs?

NS1: When I joined my Nursing College, I shocked because I realised that there is no English for nursing. As you know now in the nursing courses all the textbooks are more suitable for those who have a solid command of general and specific English, which we do not have and it is hard for me to know. the medical terminology and nursing topics in English for nursing is what I need for developing my nursing study. I belief that the nursing English is the real material we need because as you know it has nursing and medical topics and it gives us the chances to interact with the medical language that we need for our

writing or speaking in the real nursing situations. I wish to study nursing English. Actually, ENP here or even in the private institutes don't exist so, we don't have I never had any training in ENP".

Researcher: what is your preferred way in learning?

NS1: I like to understand the concepts and ideas rather than memorising information. I like to do role-plays as if we are in nursing settings and group-works activities but in u shapes or circles not in rows.

Researcher: how do the current nursing subjects match with your English level?

NS1: the nursing subjects are very difficult and all are in English. I shocked when I started my nursing study. All the subjects in English and no nursing English course to help us to switch to the new atmosphere. Actually, my level in English skills needs to be improved to be able to carry out my study, specially my speed in reading. I need to memorise a large amount of the medical terms .as you know all our nursing subjects are in English. I have to read to understand.

Researcher: who would be better in teaching English for Nursing Purposes, the nursing teachers or the English language teachers? Why?

NS1: sure, the English language will be better in teaching English for specific purposes. They are qualified to teach the English language and it skills. They know how to teach the English skills and the grammar. In my opinion, the nursing teachers can teach us the nursing and medical subjects. they know English but they are not expert in the teaching of English.

Researcher: do you have any suggestions?

NS1: no thank you.

Appendix 9: Coding of NS1 interview transcript

Researcher: How does the English language in the Foundation Year Programme (FYP) prepare you as a nursing student to your nursing study? ¶

NS1: It helped me to develop my language skills and increase my English words. It did not prepare me to the nursing study. It was irrelevant to the nursing program. It was similar to the secondary English language course in the way of activities and topics and the way of teaching. The English courses in the foundation year were about every-day life and no topics that are related to the nursing. It provided me with the basics in English and the university placed us in different levels according to our placement test marks. To be honest with you, it was not as I expected. I thought in the foundation year they will prepare me to my nursing study. It did help me to develop my speaking and teacher did not enough time to practice activities in speaking as you know we don't practice the language outside of English class. for the grammar we used to memories the rules and do exercises in our books but we don't practice grammar in real conversations. I feel worried when I want to speak with my teachers for this feelings of doing mistakes in the FYP I used to be quite and I did participate in discussion. I was just listening to my teacher's explanations and follow her instructions to write or answer questions. I wish if I could select my best way in learning or tell my teacher about my opinion. ¶

Researcher: what is the importance of having ENP course in the foundation year programme? ¶

NS1: we need to learn the special English for our future major or at least to have the basic or introduction to our major such as medical words. ¶

¶

Researcher: Why do you need to learn ENP while you are studying in the Nursing College? ¶

NS1: learning nursing English can help me in my nursing subjects and practice my nursing knowledge in real nursing situations in English class and I need to learn English because it is the international language and it is the language of my nursing subjects here in the College. I should possess a high level of English for my academic study and for my clinical training and my work in the hospitals in the future. Also, I want to continue my study abroad. As you know all our nursing books and hand-outs are in English and there are no medical references.

¶

1

Microsoft Office... benefits-of-FYP-RQ1¶
Microsoft Office... benefits-of-FYP-RQ1¶
Microsoft Office... irrelevance-of-content-RQ1¶
Microsoft Office... irrelevance-of-content-RQ1¶
Microsoft Office... irrelevance-of-content-RQ1¶
Microsoft Office... Teaching-methods-RQ1¶
Microsoft Office... irrelevance-of-content-RQ1¶
Microsoft Office... benefits-of-FYP-RQ1¶
Microsoft Office... Lack-of-motivation-RQ1¶
Microsoft Office... Lack-of-oral-communication-RQ1

Microsoft Office... Lack-of-oral-communication-RQ1
Microsoft Office... Teaching-methods-RQ1¶
Microsoft Office... Lack-of-students'-voice-RQ1¶

Microsoft Office... Learning-ENP-for-study-RQ1¶

Microsoft Office... Learning-ENP-for-study-RQ2¶
Microsoft Office... Learning-ENP-for-social-life-RQ2¶
Microsoft Office... Learning-ENP-for-work-RQ2¶
Microsoft Office... Learning-ENP-for-academic-study-RQ2¶

in Arabic and the nursing knowledge printed in English and the Medical Terminologies are in English and Latin and to be good in nursing lectures or clinical training, in writing, reading and understanding, you need to know medical words with correct pronunciation. ¶

NS1: I don't know **but it might be relating to the Nursing College's management** and they thought that we study English in the foundation year and we are ready to study in the English medium.¶

¶

Researcher: how does the nursing college know your needs at the nursing college? (during your admission when you joined the college, begging of the semester or end of the academic year)¶

NS1: in fact, **our needs are ignored** and I never heard about determining the needs of the **students here in the nursing college**. In the beginning of the academic year, the nursing college made the induction week and during it we had the schedule and the rules of the college. No one asked us about our academic needs and wants or even our expectations or problems.¶

¶

Researcher: how do the nursing teachers know your needs as a nursing students? (Is it formally or informally)¶

NS1: in the beginning of the term some of the nursing teachers informally discuss with us our needs, wants and problems in Arabic. Some of them ask us to write our problems and wants from the course in a paper in Arabic. But nothing formally is done by the college. In fact, **there is a clash between our needs** and **the college wants and requirements**.¶

¶

Researcher: what do you mean by the clash between your needs and their wants?¶

NS1: for example, all the nursing subjects are in English. we don't have a course for academic writing and we don't have an English course for nursing to help us improve our skills. On the other hand, the nursing college and teachers want us to read and study in English and to do our **homeworks** and write in English during exams.¶

¶

Researcher: which kind of English language course do you have in the nursing college?¶

NS1: in the Nursing College, we do not have any English language courses. We **just study Medical Terminology subject as a supplementary** course for that sometimes I do not like to attend Medical Terminology lecture.¶

¶

Researcher: why do you dislike to attend the medical terminology lecture?¶

NS1: sometimes because of the exams and I revise and study to prepare myself for exam during its time. As I told you it is not a mandatory subject and no exams or marks for attendance. Beside that the time of the lecture is not good and every lecture with new teacher. as you know every teacher has her teaching style and some of them are boring and following an old way.¶

¶

Researcher: what do you mean by they are boring and following an old way?¶

NS1: I mean the teacher stands or sets on her chair before the class and presents the new vocabulary or read them from the book. She asks us to indicate some activities and ask us to do them individually in the class. when the **the** teachers change their way of teaching like encouraging us to work in groups I feel that this way doesn't work effectively in our class because we set in single rows and fixed chairs. The nursing students are autonomous and individually responsible for gaining an understanding of this course. Actually, the students compete for no grads and no success in understanding or studying the subject. This demotivate me from attending the lecture.¶

Researcher: What are the reasons behind the absence of ENP teaching in the nursing college? (in another meaning, to make the question clear for the student) why the **the** Foundation Year Programme **dose** not include English for Nursing Purposes?¶

NS1: because we **do not know our majors in the university**. If I get the required marks for my indented major, sure I can join Nursing College.¶

Microsoft Office User
Section marks -RQ3¶

Microsoft Office User
Lack of needs analysis process -RQ3¶

Microsoft Office User
Lack of needs analysis process¶

Microsoft Office User
Section marks -RQ3¶

Microsoft Office User
Medical Terminology (MT)-RQ5¶

Microsoft Office User
Supplemental including this -RQ3¶

¶

Researcher: Which skills do you think is the most important for your academic study?

(reading, writing, speaking or listening).¶

NS1: I think reading is the most important because in my nursing subjects I need to read a lot to understand the required knowledge from our textbooks and the teachers' handouts. Also as you know, for writing, it is important, especially for assignments and examinations, and to write short paragraphs about some nursing topics and also, listening is important because I need to understand what our nursing teachers are speaking in lectures. Indeed I wish and I would like to speak English but our nursing teachers do not encourage us to speak English very much and they use Arabic to help us understand and this is why I think it is unimportant to be used in the nursing college with our teachers because all our nursing teachers in this year are Arabs. In my opinion, I think all the skills are important but reading is the most important, followed by speaking and writing. As you know, all our books in English and for that I need reading more for reports and cases to get complete information, in

¶

4

 Microsoft Office User
Skills for study - RQ4¶

order to discuss with other nurses.¶

Researcher: Which skills do you think is the most important for your future work?

(reading, writing, speaking or listening).¶

NS1: I feel that all the English skills are essentials for my future as a nurse. I need it to write medical or nursing documents such as reports, emails, letters, etc. also speaking is the most important skills for me and I have to use it effectively with others. for example, in hospital my English competence is required in making a small talk, taking a phone message or

 Microsoft Office User
Skills for work - RQ4

”
Researcher: what are the areas of weaknesses in English language for you as a nursing students?¶

NS1: for me all the English language skills are important. In each skill, I have problems. For example, within speaking, I have a difficulty in presentation in front of the class. I am afraid to do mistakes in pronunciations or missing any information of my presentation. in listening, I have problem in understanding various accents in English like the Indians teachers or nurses. In writing, I have some challenges in using the correct punctuation, grammar, spelling, surmising and within reading my main problems in understanding the main points of the medical texts, skimming and scanning and to understand the meaning of words without the need to translate every word to understand and get the point from the sentences or texts.¶

¶

Researcher: how do your weaknesses in English affect your achievements in your nursing subjects?¶

NS1: it affects my study a lot. As I told you my slow and limited reading skills make me spent long time in translation to understand the medical information. Also, my limited medical terminology and vocabularies affect my understanding of the lectures and I could not take the notes. Generally speaking, my difficulties that I have in the English language skills hinder my study and progress in the nursing subjects.¶

¶

Researcher: How can the ENP be made appropriate for your needs?¶

NS1: When I joined my Nursing College, I shocked because I realised that there is no English for nursing. As you know now in the nursing courses all the textbooks are more

suitable for those who have a solid command of general and specific English, which we do not have and it is hard for me to know, the medical terminology and nursing topics in English for nursing is what I need for developing my nursing study. I believe that the nursing English is the real material we need because as you know it has nursing and medical topics and it gives us the chances to interact with the medical language that we need for our writing or speaking in the real nursing situations. I wish to study nursing English. Actually, ENP here or even in the private institutes don't exist so, we don't have I never had any training in ENP". ¶

Researcher: what is your preferred way in learning? ¶

NS1: I like to understand the concepts and ideas rather than memorising information. I like to do role-plays as if we are in nursing settings and group-works activities but in u shapes or circles not in rows. ¶

Researcher: how do the current nursing subjects match with your English level? ¶

NS1: the nursing subjects are very difficult and all are in English. I shocked when I started my nursing study. All the subjects in English and no nursing English course to help us to switch to the new atmosphere. Actually, my level in English skills needs to be improved to be able to carry out my study, specially my speed in reading. I need to memorise a large amount of the medical terms as you know all our nursing subjects are in English. I have to read to understand. ¶

Researcher: who would be better in teaching English for Nursing Purposes, the nursing teachers or the English language teachers? Why? ¶

NS1: sure the English language will be better in teaching English for specific purposes. They are qualified to teach the English language and it skills. They know how to teach the English skills and the grammar. In my opinion, the nursing teachers can teach us the nursing and medical subjects, they know English but they are not expert in the teaching of English. ¶

Researcher: do you have any suggestions? ¶

NS1: no thank you. ¶

Mikrosoft Office... Impact of ENP knowledge on...
Mikrosoft Office... Medical 0000000000 (M1) and 7

Mikrosoft Office... specificity of content RQ5 ¶
Mikrosoft Office... skills for study RQ4 ¶
Mikrosoft Office... specificity of activity RQ5 ¶

Mikrosoft Office... Impact of ENP knowledge on...
Mikrosoft Office... Impact of ENP knowledge on...
Mikrosoft Office... Impact of ENP knowledge on...
Mikrosoft Office... skills for study RQ4 ¶
Mikrosoft Office... Medical 0000000000 (M1) and 7
Mikrosoft Office... skills for study RQ4 ¶

Mikrosoft Office... Teacher training RQ5 ¶

Appendix 10: Interview Guide

Semi-structured interviews revolved around the following four key themes:

Theme 1. The Role of the English language in the FYP in preparing the NSs for their nursing study

Probing questions

1-How helpful was the English language course in the FYP in improving your English language skills (reading, listening, writing, speaking, grammar and vocabulary)

2-How well do you think the English course prepared you to use English skills to meet your studies' requirements in the nursing college?

3-What can the English language course in the FYP do to prepare you better for the kind of English required for your nursing studies?

4-What do you think about the content of the English course in the FYP?

Theme 2. Reasons for learning ENP.

Probing questions

1-Why do you need to learn ENP?

2-How do you think English for Nursing Purposes course could help you in your academic study?

3-How do you think English for Nursing Purposes course could help you for your future career?

4-How helpful is it to take the English for Nursing Purposes course in improving the following: level of English, language skills (reading, listening, writing, speaking, grammar, vocabulary general/nursing).

5-What is the importance of having ENP course in the FYP?

6-Why do you need to learn ENP while you are studying in the Nursing College?

Theme 3. The most needed English language skills for the nursing students in the nursing college.

Probing questions

1-Which skills do you think are the most important for your academic study? (reading, writing, speaking or listening).

2-Which skills do you think are the most important for your future work? (reading, writing, speaking or listening).

Theme 4. Steps in making the ENP course appropriate for the nursing students in the nursing college.

Probing questions

1-What are the areas of weaknesses in English language for you as a nursing student?

2-How do your weaknesses in English affect your achievements in your nursing subjects?

3-How can the ENP be made appropriate for your needs?

4-What is your preferred way of learning?

5-How do the current nursing subjects match with your English level?

6-Who would be better in teaching English for Nursing Purposes, the nursing teachers or the English language teachers? Why?

7-Which kinds of activities are the most important for you as a student?